

PERSONAL

In this 459th Report of the National Association for Really Triffic Standards we can reveal conclusively that comprehensive schools have failed and that grammar and independent schools are rather good. It must be made clear that this finding has been most disappointing to us, firstly because the National Association for Really Triffic Standards is a totally independent body with no axe to grind, and secondly because both co-authors, Fiona Fanny-Addam and Norbert Jekyll, frequently ask the chauffeur to point out comprehensive schools when we drive past.

What is more, our conclusions confirm those of other independent research bodies like the Foundation for the Timely Exposure of Really Dreadful Schools (TERDS). Reports from TERDS which corroborate our findings include "Why public schools are smashing: an objective appraisal" (Jekyll and Fanny-Addam, 1981) "How to bash your local comprehensive school: an objective appraisal" (Fanny-Addam and Jekyll, 1982) and "How the ILEA wastes public money: an objective appraisal" (Fanny-Addam, Jekyll and Hyde, 1983).

We are not suggesting for one moment that comprehensive schools are full of long-haired layabout Marx-

ist revolutionaries who should be beaten around the ears by angry parents. In any case that sort of thing is much better left to the police. We simply want to make the point that standards in comprehensive schools could be improved immeasurably if they were turned back into grammar and secondary modern schools.

Our study of comprehensive schools has produced some quite staggering evidence of the failure of the comprehensive system. The most sensational of these findings is that pupils with eight O levels had twice as many passes as those with four O levels, and what is worse, four times as many as those who had only passed two subjects. Thus children who passed three O levels obtained only half as many passes as those who got six O levels. When we looked at class size we found equally damning evidence. Supporters of trendy progressive educational ideas always argue that smaller classes and the employment of more teachers produce better academic results. When we compared grammar school A streams (average size 28 pupils) with comprehensive school remedial classes (average size 14 pupils) we found that the comprehensive school remedial class pupils obtained fewer Oxbridge Scholarships, fewer A levels, and were less



Ted Wragg

likely to become stockbrokers or work in a merchant bank than grammar school A stream pupils. This was despite the fact that the comprehensive school remedial class had a pupil-teacher ratio which was twice as favourable as the grammar school A stream, and thus proves conclusively that the provision of more teachers does not ensure better academic results.

Comprehensive schools in inner-city areas have been given a great deal of public money to provide specialist teaching for ethnic minority groups. When we studied the performance of

ethnic minority pupils in comprehensive schools, however, we found not only that they were found not to be better than pupils in less schools, but they were, in fact, more likely to be foreigners, such more parents of pupils in comprehensive schools, and indeed to send their children on holidays to Crete, Hawaii or Acapulco, which shows conclusively the parental apathy induced by all-in state schools.

Our principal intention in producing this report is to expose the low standards in comprehensive schools and thus to give parents reliable and objective information, so that they can go to the head of their local comprehensive school and ask the sort of questions which all parents should be asking, such as, when are you going to reintroduce the 11-plus, why are you letting class children allowed into the school, and are your revolutionary Marxist staff allowed to take O level tests.

In our success report, "The amazing success of prep schools: an objective appraisal" (Jekyll, Fanny-Addam, Pugh, Donald Duck, Tom and Jerry, 1982, press) we shall be combining the efforts of the National Association for Really Triffic Standards and TERDS to show how pupils at prep schools do better at Latin and classical studies than pupils at maintained primary schools. Our readers can rest assured that we shall not cease to conduct objective enquiries into the failure of state schools.

Similarly we found that the parents of pupils in independent schools were much more willing to pay fees than the

Storm in a Thimble

Whiffs of sour grapes... waiting over the children's book world since the National Book League decided to replace their prestigious Children's Books of the Year exhibition with two rather different shows. Last week four leading children's book reviewers - Brian Alderson (The Times), Bob Leeson (Morning Star), Stephanie Nettall (The Guardian) and

The other would be a serious adult exhibition for the trade, teachers and librarians, based on *The Signal Review*, started this year by the small, non-profit-making press run by Alden and Nancy Chambers. The Thimble Press publishes children's book reviews and *Signal*, a journal designed books.

The *Review* was added to provide an annual round up of new books, with short notes by professionals - mainly teachers - and longer review articles by Elaine Moss and other respected critics. It is attractive, produced with lots of pictures, and year lists.

about the axing of a major national event without "public discussion" and banding over "the complex job of selecting and advising on children's books to an unrepresentative commercial operation."

It's all very odd when you remember that Brian Alderson wrote a devastating attack on the CBY show catalogue in this paper some years ago (Bob Leeson came to its defence in a subsequent letter) saying that such an event should not be based on the personal choice of one person.

And it's even odder when you realise that the National Book League never took any part in the editing of the catalogue.

But with inflation and spending cuts, the price of the catalogue crept up and the numbers of buyers fell. This year Julia MacRae, its publisher, told the National Book League that the operation no longer made economic sense.

Reasonably enough, the NBL then decided to rubik the operation: as Elaine Moss regretfully says, a formula that worked when children's books were booming, and the NBL lived near Picaresque Circus rather than on a huge roundabout in Wandsworth, simply doesn't work now.

They decided to hold two exhibitions. One would be a children's summer fun show, run in cooperation with Wandsworth Borough Council.

The old exhibition had two components - the show itself, which displayed the chosen books with some razzamatazz to attract and entertain children, and the catalogue, with short descriptions of the books. In its heyday, this catalogue sold some 6,000 copies - mainly to libraries and teachers. The choice was a one-woman affair - Elaine Moss, who started it all in 1970, chose the books and wrote the catalogue, and three years ago, handed over to Barbara Sherrard Smith, teacher-librarian at Bishop's Hatfield Girls School in Hertfordshire.

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Peter Brocka

All for hanging a Wet

If Peter Brocka, the new junior minister for higher education, gets his way, visitors to his office are likely to be surprised by a portrait of that historic radical wet, Robert Owen.

Brocka admits that it is a bizarre choice for a good Thursday, but the rationale behind his bid to borrow the picture from the National Portrait Gallery is that it was painted by his kinsman, the artist William Henry Brooke.

The exercise is in fact an attempt to keep up with his predecessor, William Waldegrave, who has removed his own stylish choice of office paintings (including a notable portrait of the first Earl Waldegrave) to take them to his new job at Environment.

He is clearly going to be a hard act to follow on the cultural front, never mind higher education, since he managed to negotiate the loan of paintings from the Tate Gallery Basement as well as the NPG, rather than relying on the usual Public Works issue. It is hardly any wonder that he has now become government spokesman for the arts in the House of Commons.

The official line on this arrangement is that it is simply a matter of convenience, since the new arts minister, Lord Gower, is in the House of

Lords, and does not mean that the Department of the Environment is making a takeover bid for arts and libraries from the DES. There might have been some logic in this, since some three-fifths of the budget is spent by local authorities on their public libraries.

In fact, the 30-odd officials in the Office of Arts and Libraries are now, awaiting transfer - with all their files - to an office complex near the Treasury, formerly known as GOGGS (Government Offices, Great George Street), where they will be united with their minister, Lord Gower.

Private peace

We had hoped to report last Saturday's annual meeting of Teachers for Peace, the CND offshoot with around 1,000 members which is one of the chief protagonists in the debate about the place of peace studies in schools.

Sadly, our good intentions have been frustrated by Hilary Lipkin, teacher at Primrose Hill School in north London, told me that the press was banned from the meeting at St William's College School.

"I don't know why," she said. "We've several things to discuss and having the press there will be inhibiting - no, totally disastrous. One of them is the press."

Miss Lipkin, who in response to my imprecations insisted she wasn't born yesterday, explained that newspapers habitually misrepresent and misreport the activities of the peace lobby.

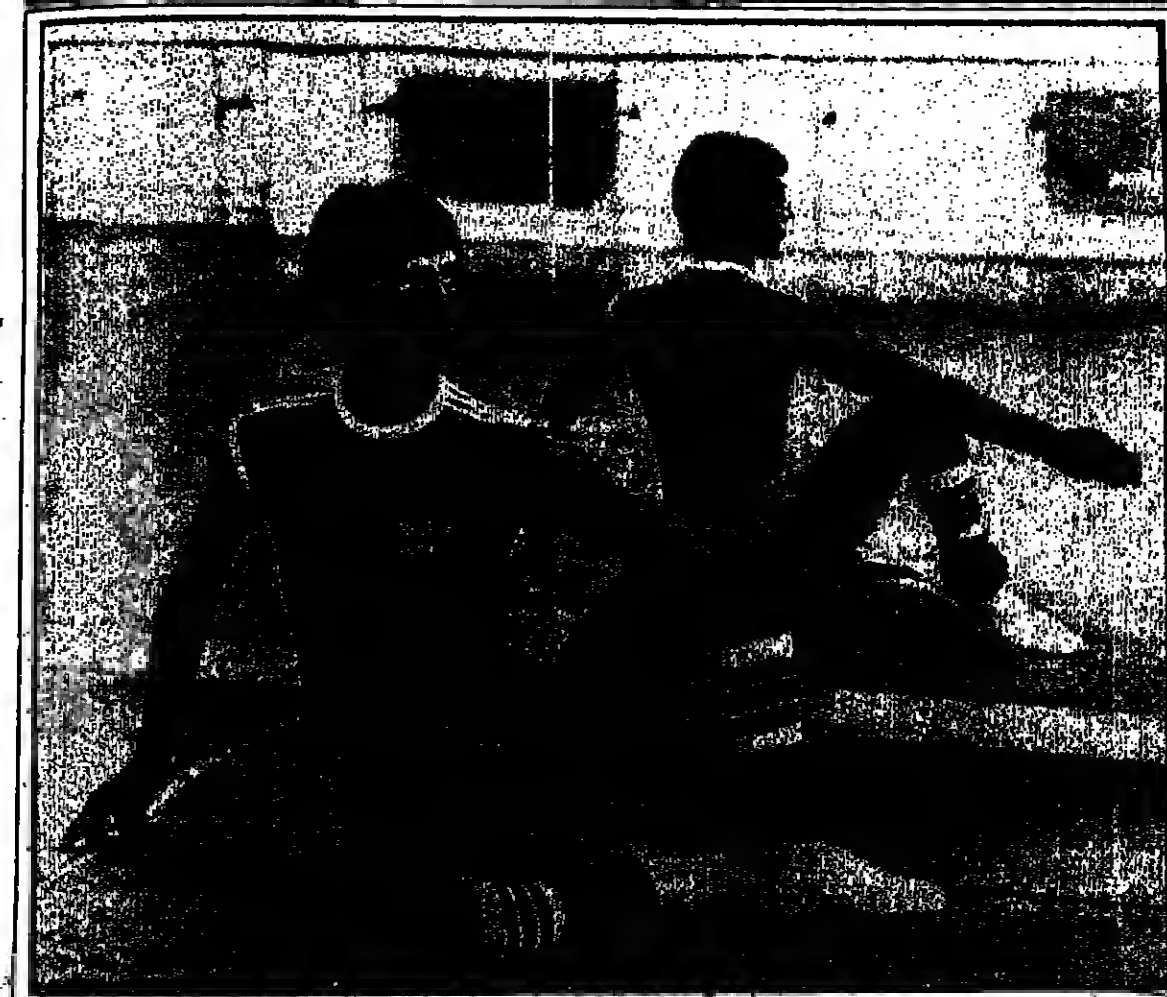
"I don't think the press is important at present," she said. "It's constituted at present all the important to democracy. It has got a bad record of distorting and lying facts," she added.

No doubt she is not one in her views. Sir Keith Jos, for one, cannot have been buying with good humour after finding comments on physics and social collected under the zingy heading, "Sir Keith wants to keep exams on trying to enlighten his credit, he go do likewise."

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Local hero... Darshan Bhuller, a product of Harehills Middle School, Leeds, and currently with the London Contemporary Dance Theatre, is returning to his old school with a £200 Arts Council grant to choreograph a ballet for the school. Darshan was the first of 10 professionals to emerge from the school's policy of compulsory dance lessons for all the 500 pupils.

Blacks accuse ILEA of racist staffing practice

by Diane Spencer

Black teachers meeting in London this week accuse the Inner London Education Authority of racist staffing practices, and drew up proposals for reform.

The ILEA, which has just launched a big initiative to promote equality and counter racism in schools, was accused by Ms Natasha Sivanandan, conference coordinator, of "prattling on about multicultural education while it ignores its racist practices against its own employees".

The conference, attended by nearly 400 people at Lambeth Town Hall, Brixton, on Monday, was organized by the Hackney Black Teachers Group with the approval of the ILEA, and sponsored by the Inner London Teachers Association (the ILEA branch of the National Union of Teachers).

The teachers allege that:

- Almost all supernumerary teachers in the authority are black;
- Few rise beyond scale 2 or 3 although their qualifications are above average;
- They have to wait longer than white teachers for assigned posts for promotion;
- They have difficulty in completing their probation because they are moved from school to school and kept on supply;
- They are often passed over for promotion in favour of younger, less well qualified white teachers.

Proposals for reform included a new organization for black teachers to monitor progress; a call for the abolition of supernumerary posts; automatic transfer to scale 2 after four years' teaching; and a national register black teachers.

ILEA education officer, Mr William Stubbs, has agreed to meet a deputation.

Comfort on l.e.a. spending

Sir Keith Joseph, Education Secretary, found some crumbs of comfort in the report by Her Majesty's Inspectorate on the effects of local authority spending policies on the education service which was published this week.

The report (summarized on page 10) says that after the swingeing spending cuts of 1981, "the pace of deterioration in provision has at least been slowed" in 1982. But it notes

Haringey set for best deal on maternity

by Hilary Wilce

Teachers in Haringey are poised to get the best maternity and paternity deal in the country.

A settlement already agreed by NALGO offers a total of 63 weeks maternity leave to all full-time women employees, no matter how short a time they have worked. Paternity leave is two weeks on full pay, and if both partners work for Haringey the father can take any maternity leave unused by the mother.

Women can return to their full-time job on a part-time basis if they wish, and will be considered for jobs on a preferential basis for up to five years after taking maternity leave.

Mr Tony Lenney, chief education officer, said he expected teachers to be offered a similar deal to NALGO workers.

The majority of women teachers in the country are eligible for 40 weeks maternity leave after working for two years. A few authorities such as Nottingham and the Inner London Education Authority offer better provision.

Staffroom 'shadows' plan to assess new recruits

by Richard Garner

Every new teacher will be attached to a senior colleague in the staffroom who will assess his or her progress, under a plan to be unveiled by local authority leaders today.

The Big Brother/Big Sister figure would monitor the performance of new recruit and make a report after three years which could lead to dismissal.

Under the plan, each teacher would spend the three years on an entry grade - during which his or her performance would be closely monitored by a senior colleague appointed as a mentor.

New teachers' contracts could include a clause which would give ILEAs the right to sack them after 3 years if they fail their assessment.

"In practice, in primary schools, the mentor would be an experienced successful teacher, perhaps the head or deputy in smaller schools and in secondary schools the mentor might be the head of department or second-in-command," it adds.

The mentor would assess the teacher's performance - although teachers should have a right of appeal against any unfavourable interim or final assessment and an opportunity to make a case for an extended entry period or request for a change of school.

Only those teachers who demonstrated career potential would pass on to a newly set up "main professional grade" - which would have a maximum salary of just above the present scale 2 maximum (£9,132 a year).

The paper for today's meeting says there would have to be provision for increments to be withheld from teachers on this grade whose performance was "unsatisfactory." However,

Still more for Oliver

The rise and rise of Sir Keith Joseph's young protégé, Oliver Letwin, has begun. Though he has returned to the DES after the election with his minister as special adviser, 27-year-old Letwin will in future be spending more of his time at 10 Downing Street, where he is to join the Prime Minister's personal policy unit.

No doubt he has been taken on by

Minister on the strength of glowing recommendations from Sir Keith, who recruited him for the education brief at the Tory research department a year ago after noting his remarkable promise during talks to his distinguished academic mentors. At that time, his own experience was limited to academic research, after a year and a half at Trinity College, Cambridge - none of which had prepared him for the cut-throat world of the civil service, let alone the inner London comprehensive to find out what state education was all about.

That particular research project, just as breathtaking for the teacher as it was for the high-flying Letwin, was only equalled in its effect by a subsequent foray to look at the quality of teacher training establishments.

He insists cheerfully now that the criticism made of his outspoken reaction then were most unfair. Much he has learned very hard to be tactful. Still, clearly very much to Sir Keith's taste, House have done nothing to dampen that engaging freshness. Can be have the same catalytic effect on Downing Street as he had on the teacher training colleges?

No 110 CROSSWORD by Rufus

Crossword puzzle grid and clues.

Across

1. Deliveries that are not for Americans (7)
2. Cook beats a mixture of fat and sugar (6)
3. National capital of the United States (4)
4. Scoundrel (5)
5. Thrust (4)
6. A word which can be used to describe a person who is not a native (4)
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30. A word which can be used to describe a person who is not a native (4)

Down

1. Off-pole call (5)
2. A playful measure (3)
3. Every variety of act (4)
4. A word which can be used to describe a person who is not a native (4)
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Jobs findings

An investigation by the Equal Opportunities Commission into appointments has implications for all schools and ILEAs.

CLEA conference

Sarah Baylis reports from the CLEA conference at Canterbury.

Assessing courses

New criteria for assessing teacher training courses.

Under fire

A Liverpool grammar school which was attacked by two of the Beatles is criticised heavily in an HMI report.

Platform

Anne Sofer puts forward her own proposals for a revised ILEA constitution.

Southern discomfort

How schools ignore the history and culture of Latin America.

Agony aunt

Angela Williams provides explicit advice on sexual and social problems to hundreds of young people every week.

Arts/Books

Ludovic Kennedy on his history of J.N. and Weekend World; D.A.N. Jones on Olive Jarman's latest novel; John Gribbin on the death of dinosaurs and stars; Philippe Davidson at the National Festival of Music for Youth; contemporary black art in Britain; television and theatre reviews.

Resources/Media

Liz Heron looks at holiday activities in museums and galleries; Beata Zamoyka reviews Mothers by Daughters on Channel 4; 22, 23.



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'... but greenly in hugger-mugger ...'

The speed with which the Secretariat of the Advisory Committee on the Supply and Education of Teachers has put forward proposals (page 6) on the criteria for teacher training, and how to monitor them, has taken many by surprise. The ACSET secretariat, in this context, means the Department of Education and Science and Her Majesty's Inspectorate. For some months before the publication of the *Teaching Quality White Paper*, the Inspectorate had been taking soundings on the basis of an earlier discussion paper – the document which highlighted questions about subject-specific forms of training and signified the main lines on which the Secretary of State's professional advisers believed that teacher training should be tightened. A series of visits by HMI to university departments of education, polytechnics and colleges extended the range of anecdotal evidence at the disposal of the inspectors and helped to acclimatize the teacher trainers to the notion that more intervention was on the way.

On the basis of these and other contacts, formal and informal, HMI (and their DES colleagues) have now laid a cuckoo's egg in ACSET's nest in the shape of 'advice to the Secretary of State on criteria for the approval of initial training courses and on mechanisms for accreditation'.

ACSET is accustomed to being manipulated ruthlessly by officials and HMI. Never has it been asked by the DES to act more like an echo chamber than this week. Instead of an open and wide-ranging discussion about matters of fundamental importance to the teaching profession at every level, there has been a sequence of hugger-mugger discussions and deals. A few months after the White Paper, an attempt is made to rush ACSET into acting as the DES's stalking horse, as if to show the Manpower

Services Commission is not the only body which can act with indecent haste.

There are two parts to the task which ACSET has to tackle. First, there are the criteria for teacher training on which Sir Keith has asked ACSET to advise. The HMI draft is a strange mixture of bland and unexceptionable generality and what one incensed university teacher trainer called "intellectually insulting detail". There are obvious difficulties in defining what should be considered a "criterion", and what should be subsumed within "advice", "guidelines", "discussion documents" or such other "handbooks of suggestions" as HMI, or anyone else, might care to offer to the universities and the colleges about how they should conduct their affairs.

There is a need to make the distinctions clearer and to restrict the criteria to those essential requirements which can properly be laid down from the centre. Any temptation to stray into detail must be resisted. There is the obvious danger of inviting the same trouble as that generated in the United States where attempts to lay down clearer guidelines opened up the way for every pressure group seeking to saddle the teacher trainers with additional demands.

In the latest proposals policing the criteria is to be the responsibility of a new accreditation council, nominated by the Secretary of State and composed of one-third teacher trainers, one-third teachers and one-third i.e.a.s. representatives.

With an independent chairman and its own secretariat (but receiving heavy guidance from HMI who will spend a good deal of time in and out of UDE's and colleges) this body will act as the "transitory mechanism" of professional accreditation alongside such other agencies as may exist for

academic validation (the universities, the CNAAP). In such circumstances the threat of much increased red tape is obvious, especially where the universities are concerned.

No matter how carefully ACSET is manipulated, the politics of the exercise are painfully clear and there is no reason why they should not be argued out in clear instead of in the discreet codes preferred by HMI. The policy-makers have to steer between Scylla and Charybdis. Scylla is the Secretary of State, highly critical of teachers and even more so of teacher trainers, and determined to shake things up for the better. Charybdis is the teaching profession and the need to keep in view the aims of true professionalism which cannot in the long-run be fostered by the iron bureaucratic control of the DES, even if it is hidden in the velvet glove of an accreditation council.

The policy-makers have to put forward a scheme which looks sufficiently technocratic and centralist to satisfy Sir Keith's distrust of the existing education establishment, but which has also some elements of corporate independence (an independent chairman, its own secretariat) which might (conceivably) be seen as having within it the seeds of a General Teaching Council and genuine self-government for the teaching profession.

The need for haste is understandable. With luck the quickness of the hand may deceive the aye. On the most charitable construction it may be that this imperfect compromise is the best that can now be negotiated and may still be turned to advantage in the course of time by ingenious administrators. Others will not be so sanguine, believing that the proper way to deal with issues of this importance is by open debate – the open debate which is being so carefully forestalled on this occasion.

Second opinion

Appointing heads without fuss

In 1953 I was appointed to my first headship – to a tiny Yorkshire grammar school. The first stage of that process was an appointment with Frank Barraclough who spent half an hour informally chatting to me. It reminded me of my scholarship interview at Cambridge.

Subsequently I had a conventional interview with the governors and was duly appointed. Frank Barraclough offered his congratulations and said: "Go away and get on with the job, and I don't want to hear from you".

Things have changed. Schools have become larger and much more diverse. The standards demanded by society have become higher at all levels of attainment. Thirty years on heads are faced with a more demanding job. A selection process therefore which looks in an apparently casual way for shared assumptions is hardly enough. But the vital point about my selection was that the chief education officer in person spent time with me and thereby signalled his belief that my appointment was of great importance; and he subtly made clear the criteria by which he was judging that particular school. These are still the crucial issues.

What is so worrying about the Open University report on the selection of secondary heads is the evidence that some authorities nobody has identified what qualities need to be sought for a particular appointment; nor by what deliberate process candidates shall be tested for those qualities.

The cause for concern is not just that these failures of procedure may have resulted in inappropriate appointments. Predictably those writers in the press who seize every opportunity to air their prejudices rushed to proclaim that this accounted for "all those incompetent heads". No doubt schools, like all other institutions, have their range of good, bad and indifferent people in charge. No doubt bad appointment procedures sometimes still pick out good candidates. But the point is that candidates are not insulated if they are given no proper chance to become informed about the nature of the school for which they are applying, where it stands and where it means to go; and if those to whom they will be responsible present themselves as disorganized, inept, and unable to convey clearly their own concerns and hopes for the school in question.

Another change is that elected members seem less inclined to rely upon the judgment of their professional servants. Nor, apparently, do they approve the idea of inviting on to the appointing body an experienced head of known competence from their own or another authority. It is suggested in the OU report that this may be because of power structures and personal ambitions to look important. No doubt this is part of the difficulty.

In some cases also, perhaps, there has been a loss of confidence among elected members, whereby, instead of trusting their servants to serve them, they have come to feel that they may be plotting behind their backs and frustrating their intentions. Insofar as that is true, it is very sad. But it only reinforces the need for the particular issue of appointing heads to be looked at rationally by all concerned, and for sensible and agreed procedures to be worked out well beforehand and between all parties who ought properly to be involved, so that when the moment comes for the procedure to be set in motion, there will then be no room for unseemly wrangling.

Donald Frith

Donald Frith retires shortly as secretary of the Secondary Heads Association.

EOC probe finds no sex bias in appointments to Coventry school

by Hilary Wilce

A four-year investigation into appointments at a Coventry school has found no evidence of unlawful sex discrimination, despite complaints from a third of the staff.

But in a finding which has implications for all schools and authorities, the report pin-points the failure of the school to observe correct appointments procedures as being the main cause of "the widespread belief among staff at the school that there has been discrimination against women".

A formal investigation into appointments and promotions at the Sidney Stringer School and Community College was launched by the Equal Opportunities Commission in 1979 after a letter from 40 of the 120 staff complaining that able women candidates for promotion had been the victims of sex discrimination. The letter also alleged that the headmaster was prejudiced against women.

The Commission investigated allegations that the head had asked whether a woman candidate for a senior post was likely to become emotional under stress, and that he had implied he thought women unsuitable for senior posts. It also looked at evidence from a meeting of house heads where the headmaster had been accused of male chauvinism.

If found that allegations of a discriminatory attitude were not substantiated, although "remarks which could be taken as offensive were made to women teachers on a number of occasions by senior male staff at the school".

The report examined in detail the appointment of a maths co-ordinator, of the deputy head of the 16-plus centre, and of the senior counselling/adult education officer.

The only finding of potential discrimination was that the job of senior counselling was designed in such a way as to be unfair to male applicants. The job of counselling girls was a senior teacher post while the job of counselling boys was a scale 2 post.

Formal Investigation Report: Sidney Stringer School and Community College, Coventry. £3,000 EOC, Overseas House, Quay Street, Manchester.

Fifteen opt for 12-month job swap

by Nick Wood

Fifteen Suffolk teachers have volunteered to swap jobs for a year in a bid to widen professional experience and improve promotion prospects.

The teachers, from primary, secondary and special schools, will be paid their existing salaries when the scheme starts next term.

Mr Howard Bottomley, principal assistant education officer, said: "At a time when there are fewer opportunities for promotion because of falling rolls and some staff are staying longer in scale one and scale 2 posts, this is an opportunity to extend their experience, it is a form of staff development."

Mr David Greenacre, a scale two teacher responsible for science, technology and computing at Cliff Lane primary school in Ipswich, will be taking part in a triangular switch with two women teachers at nearby junior schools.

He confessed to feeling "a bit stale" after eight years at the same school, and hoped the change would bring him into contact with new methods of teaching and management.

Study of London primaries to examine low achievement

by Sarah Bayliss

Primary schools in the Inner London Education Authority are to be scrutinized in an inquiry under Mr Norman Thomas, former chief inspector for primary education and the man responsible for the HMI primary survey of the late 1970s.

The inquiry, to start work next term, will examine curriculum and organization, and has a special remit to look at underachievement among working class children in the capital. It is part of the ILBEA's wider campaign for promoting equal opportunities in schools; hitherto that has focused on low achievement among secondary age girls, working class and ethnic minority children.

The authority, which has roughly 800 primary schools and 140,000 primary age children, is launching the review against what it calls a "positive background"; unlike the secondary review, it has not been promoted by high truancy rates and classroom difficulties.

A report to the schools sub-committee yesterday said the intention was to focus on certain schools which had been "exceptionally successful" in tackling the problem of low achievement. The intention was to select a



The skeleton of a large flesh-eating dinosaur, (thought to have looked something like the picture above), has been excavated from a claypit in Surrey by experts from the Natural History Museum. The first bone to be found was the disproportionately huge clawbone (left) which is more than a foot long. It is at least half as long again as the biggest clawbone on the hind foot of *Tyrannosaurus*, and can only have belonged to an unknown species.

NAB recommends 7 per cent reduction

After discussion with Sir Keith Joseph, the Education Secretary, last week, the National Advisory Body has decided to recommend a 7 per cent reduction in student admission for advanced further education next year. This means a cut of 5,000 in the number of entrants.

Funds are being cut rather more – 10 per cent – and this means that spending per student will fall by 13 per cent.

More resources for public sector colleges and polytechnics were among the central demands by a majority at the

CLEA conference in Canterbury last week.

The motion, proposed by Wakefield said: "CLEA reiterates its support for the work of the National Advisory Body and emphasizes that its encouraging degree of progress towards a resolution of the problem of maintaining a service of quality with genuine access for potential candidates can be maintained and developed only if there is to be an acknowledgment by the Government of the need to support a realistic level of funding."

Mr John Pearman, chairman of education in Wakefield, said the NAB was now in the same position as the American colonists at the time of the revolution. The NAB's slogan was: "No rationalization without more resources."

The difference in funds available for each student in a university compared with a polytechnic were unacceptable.

Mrs Josie Farrington, chairman of Lancashire's education committee said: "Parity of esteem must be maintained across the binary line."

Conference report, page 5

Helping the aged

Dunston Riverside primary school in Gateshead has won first prize of £1,000 in a national scheme designed to promote better communications between the young and the elderly.

Under the scheme, organized by Help the Aged and financed by the Legal and General, about 100 schools ran projects in which children worked side by side with old-age pensioners in the classroom. At Dunston Riverside about 70 children were involved in craft-work projects with up to a dozen old-age pensioners.

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Liverpool indictment

The HMI report on the Liverpool Institute High School (page 8) is an appalling indictment. Ironically this, the most devastating report so far published, chronicles the tribulations of a grammar school, not one of those dreadful comprehensives. This may explain why only *The Times* and the *Guardian* devoted much space to it on Wednesday (though the *Sun* managed a wry reference to the miserable state of music in George Harrison and Paul McCartney's old school).

It is eminently right that this has now been brought into the open and that publication should be accompanied by yet another stiff letter from Sir Keith to Liverpool. The blame can be distributed widely – too widely to stick, perhaps. Liverpool's long-drawn out political wrangling, with long periods without a clear majority party, have contributed to the failure to adopt and carry through a secondary reorganization plan. No fewer than six proposals for the school's future have been turned down by the DES. A succession of administrative heads have plagued the Liverpool education office since the new authority came into being after the local government reforms of 1973.

When uncertainty and indecision become a way of life it is easy for schools to run down – appointments are delayed or never made; repairs are stopped, because the building may have no future; the failure of the politicians and the administration translate into failures of management and planning at the level of the individual school.

The culpability of the Liverpool authority is obvious. However the members of the school's governing body may try to shift the blame, it is the school which has been allowed to



Liverpool: political wrangling.

deteriorate, their pupils who have suffered. It would be pleasant to believe that the professional devotion of the teaching staff made up for shortcomings elsewhere, but the HMI report gives little support to such a view.

But what of the Inspectorate itself? It would be interesting to know for how long the HMIs have known about the state of this school and what they have done about it till now. And the DES? Is it not the job of the Secretary of State to step in earlier when an authority is falling down on its responsibilities?

Now Liverpool has a majority party in charge, a reorganization scheme will be pushed through as fast as possible. But the needs of the Liverpool Institute pupils cannot wait for that: the head who takes up his job in September will have his work cut out to make a school which is not a school which will be shell-shocked.

Agenda for partnership

The agenda for partnership which Sir Keith Joseph promised last week's CLEA conference – though greeted with not unreasonable scepticism by delegates who swiftly remarked on its incompatibility with support grants, rates ceilings and contempt for consultation – was encouraging enough to deserve a welcome: the tone, at least, was more buoyant.

The Education Secretary does seem to have listened to those who have drawn attention to his leadership role in the education service. Though his actual agenda contained few new ingredients beyond those already regularly prescribed by Sir Keith, his audience went away impressed by some evidence of a more positive recognition of the need to work with them and appreciate their difficulties.

It goes without saying that this is important, since so many of the items at the top of Sir Keith's list demand the cooperation of his local authority partners if they are to improve the performance of the service.

He took a tentative line, for example, on the matter of getting teachers' pay and promotion to regular assessment of performance, so that bright young teachers may progress more rapidly and mature classroom teachers reap their due reward without moving into management. (He didn't even mention firing the duds.) This has been on the agenda, of course, for years. Perhaps he now expects to prod the i.e.a.s and the unions into action at last.

Does the new partnership concept signal a willingness to cut through the Burnham cackle and put the same weight behind teacher assessment policies as is now being used to push *Teaching Quality* proposals? If so, it is to be hoped that suitable advice will

also commend to him more foolproof methods than the self – peer group, and even pupil assessment that he subsequently floated as possibilities.

Some of the same provisions might be made on what he had to say about the selection, training, and performance of heads – a preoccupation of the conference as well as of (currently) the Department of Education and Science. But many thoughtful members of the education service, at the CLEA conference and outsidout, now believe it essential to move beyond the mystic link between a head's charisma and the school achievement. Better management would not isolate such factors as the head's performance from those of the supporting staff.

Sir Keith had a strong point to make about the unexploited potential for good of the advisory service, stating his intention to explore with the local authority associations ways in which to use advisers to raise standards.

As he said, the role of local advisers is not always appreciated, least of all, perhaps, by county treasurers in search of cuts to meet Department of Environment limits. There is now growing disquiet that the local advisory service is failing to provide the support needed by schools on curriculum, reorganization, redeployment and administration, largely because its numbers are being cut, but also for lack of guidance about objectives.

Sir Keith's expressed interest in the importance is therefore welcome, as is his newly declared belief in joint action with the local authorities. The proof of the pudding should shortly be evident in his reaction to the uneven picture of barely adequate provision provided by HMI's latest cuts report.

Don't comment

"Comments in the Real World" (not Sunday) from a list of BBC programmes for schools 1983-84.

PLATFORM

Anne Sofer examines the main proposals for a revised ILEA constitution and suggests a directly elected ingredient for a democratic and effective authority.

Trying to set out the ideal constitution for the Inner London Education Authority feels almost like planning for a post-war society when the war is just beginning. Inside County Hall, the campaign to save the GLC and to fight off the Government's plans to cap the rate generates a greater feeling of urgency than any thinking about the next step. It even perhaps to the most avid campaigners, feels like an admission of defeat before they've started.

Yet, setting the GLC issue and the rate-capping threat to one side for a moment (and that is a huge mental effort), the Conservative manifesto statement on the future of the ILEA is in one sense a victory for the defender of the authority. There is no mention of transferring control to the individual boroughs, and the dismemberment of the authority which was such a nightmare prospect a few years ago, thus appears to have been abandoned. It is probably not going to be a "Save ILEA" affair after all - with all the banners and badges and protest marches we had last time. We are going to keep the single, united authority we fought for.

That being so, it is possible to think positively about a different constitution. I have never thought the existing one perfect anyway. So why not go back to fundamentals and get it right this time? The ILEA will always be anomalous, but it ought at least to fulfil basic criteria that can be applied to local government, and the administration of education within it, in the British system generally.

What are these criteria? I think there are three main ones.

● First, the authority's constitution should be democratic and representative.

● Second, it should be such as to encourage people to stand who have the time, commitment and understanding to do it properly.

● Third, it should relate the activities of education closely to the needs of the community.

The ILEA is composed of the 35 GLC members returned for the Inner London constituencies (who are automatically and compulsorily members of the ILEA and its education committee), and one member nominated by each borough council and the City. That makes another 13, so there are 48 members in all - plus another 17 co-opted members on the Education Committee.

On the three criteria the present system scores 'yes, but with reservations' on all three.

"The system is democratic - indeed more so than all other education authorities where the education committee is selected from among elected councillors, not directly elected as most ILEA members are - but it is no more representative than any other 'first past the post' system. It has the added minor disadvantage of being elected partly at the GLC elections and partly at the borough elections a year later, and it is possible that the issue of control and accountability get clouded in the electors' perceptions."

Similarly, it does produce committed education committee members - but only some. Members who carry

heavy GLC responsibilities rarely put in more than a token appearance, and considering that each constituency has an average of 30 odd schools, plus assorted institutions of continuing, further and higher education, (and that is before boundary reorganization), that leaves an uncomfortable number of gaps.

Finally, although all members of the ILEA are members of other authorities and can therefore fulfil my third criterion to some extent, in the case of the GLC members the link is not particularly relevant. The coordination between (for instance) the fire brigade or London Transport and education is not such as to need a significant political input.

It is the social services' and the community services' links with education which are important, and at present it is only the single member from each borough who can provide this. There is also the consideration that these are the only members of the ILEA who have that sobering experience of adding up the various demands for services, dividing the total among their ratepayers, and sending out the bills.

So what other suggestions are there for a new ILEA constitution? The two main alternative proposals under discussion at present each fail at least one of the criteria - although they may be much more satisfactory than the present system on others.

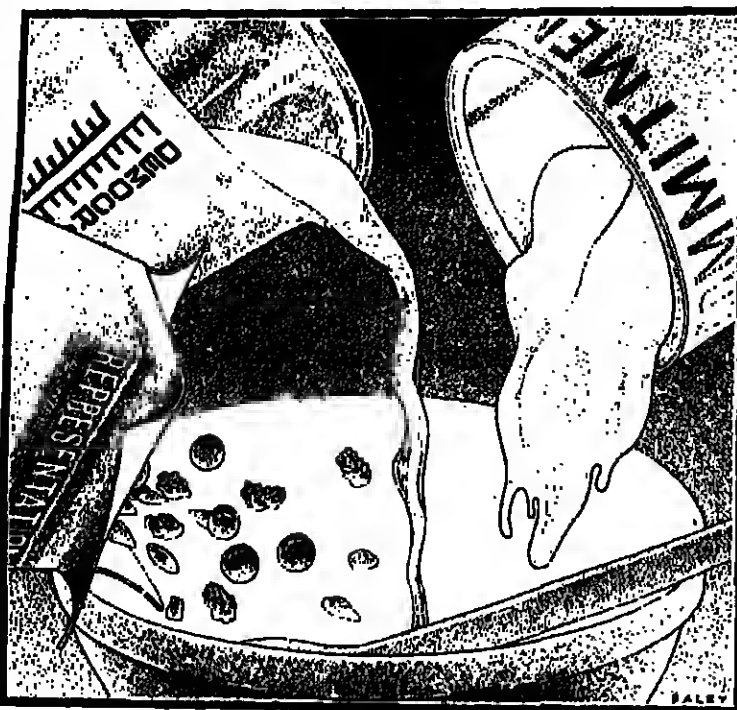
The solution apparently favoured by the Government, the joint committee composed of five councillors from each borough, fulfils the third criterion perfectly but it is far from satisfactory on the other two. It would produce an authority only indirectly elected by the people of London and far more susceptible to the charge of remoteness than at present.

There is the additional problem of how, in what is becoming a three-party system, the five seats are to be shared out between the parties.

There is also the problem of having a drink together, or through a formula applied to the number of seats won, or votes cast?

Doubts have also been raised, as to whether such a constitution would fulfil my second criterion. At present a number of people stand for the GLC with their eyes chiefly on the ILEA. If they get in, to devote themselves to it more or less full-time. Such people would probably not, it is argued, embark on the much more chancey borough route. At present the ILEA meets during the day, and its very active members (and I cannot imagine there ever being fewer than a dozen) have to devote their whole energies to it. Very few people stand for the borough council with that sort of time commitment in mind. And if members of education committees in other parts of the country are tempted to snort a bit at that, I think they have to remember that the ILEA is a uniquely large, complex, and publicly exposed organization.

The other proposal, strongly supported by the Conservatives on the ILEA, is the completely separate, directly elected education authority. To education-lovers this is an immensely attractive proposition, but it



A new recipe for inner London

London's uniqueness as a city, and the argument too far for the Government, or indeed the other local education authorities, to swallow. It also totally fails the third criterion listed above, severing even the single link with each borough the existing borough members provide. I think there is a way of fulfilling all three criteria, and would like now to propose it. It requires a little lateral thinking and the creation of an entirely new kind of representative. Because such creatures seem to have a better survival rate with a pronounced acrocyon, I will call it a Borough and Education Authority Member, or BEAM.

The BEAM would be directly elected, at the same time as the borough council elections are held, sit both on the borough council and on the ILEA. The ballot paper would be divided into two sections (or there first the voters would choose their ward councillors, in the second their BEAM).

The ILEA would thus consist entirely of BEAMs, who were both directly elected and members of their borough councils. They would be full members of their borough councils, and would vote and serve on committees in the normal way, though they would not represent an individual ward. They would also, of course, all be full voting members of the ILEA.

I can think of three ways in which BEAMs could be elected - and there could be more. Once the principle is accepted that the election of such additional councillors would be both feasible and useful, all sorts of ingenious and innovative proposals might surface.

The first proposal is the simplest. There would be one BEAM for each parliamentary constituency. As well as ILEA's - but what do we have parliamentary draughtsmen for? The change would not be disruptive to the boroughs' functioning, it would give them a few more councillors, and it would significantly strengthen their influence on education policy - something many of them certainly would consider a body of elected members who have specifically sought out responsibility for education, but whose experience and judgment is rooted in the day-to-day realities of the other front-line services in the boroughs.

Such a small authority would need to co-opt to a considerable degree to its education committee and sub-committees: this might make possible the "internalizing" of many of the consultative procedures of the authority, with parents, teachers, and other minority representatives and larger numbers as formally co-opted members of the authority's structure: less democratic perhaps, but possibly more efficient as well.

The second possibility would be for BEAMs to be elected for smaller areas - subdivisions of constituencies

or even areas that might cross constituency boundaries, but relate to the natural catchment areas of schools. Four, five or six members per borough would produce an authority of 48, 60 and 72 respectively (plus an appropriate representation from the City).

The smaller end more manageable the area of representation, the more unwieldy the size of the authority - and this has to be a matter of balancing the advantage. If the idea of a very much larger body is accepted, acting (as the GLC of 92 members at present does) largely through its committees and sub-committees, there is a strong argument for the smallest practicable area. It would contain three or four wards and 15 schools at most.

Two years ago the previous education officer, Peter Newsum, in a paper considering decentralization of the authority's structure, judged that any decentralization that would actually mean something to the recipients of the service would have to be about 100 local contact points. This proposal might lead in that direction.

Finally, there could be a set number of BEAMs (say five each borough) elected on the basis of proportional representation for the borough as a whole. This would break the link between the specific patch and its single member, but would ensure that far more members of the electorate had a representative sympathetic to their political views.

Without going through the experience of having been in the Labour Party and then leaving it, nobody can realize how dominating the networks and grapevines of the authority are by the party machine. This is no place for an extended argument in favour of proportional representation, but I think there are specific advantages in relation to this proposal. The tendency of PR to reflect ethnic as well as political diversity is particularly relevant in London, and particularly in connection with education.

Additionally, there may be a place for elected councillors whose brief would cover the whole borough, rather than a patch of it, particularly if one of their main functions would be overseeing the coordination of services.

In my view any one of these variants would be an improvement on the present system.

I realize that this proposal would mean the rewriting of the London borough's constitutions, as well as ILEA's - but what do we have parliamentary draughtsmen for? The change would not be disruptive to the boroughs' functioning, it would give them a few more councillors, and it would significantly strengthen their influence on education policy - something many of them certainly would consider a body of elected members who have specifically sought out responsibility for education, but whose experience and judgment is rooted in the day-to-day realities of the other front-line services in the boroughs.

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Sarah Bayliss reports from the Council of Local Education Authorities' conference in Canterbury

The daunting task of assessing competence

What makes a good teacher? After Sir Keith Joseph's call for a system of teacher assessment geared to identifying and rewarding the good classroom teacher, this question is set to move to the forefront of educational debate.

But Sir Keith will be disappointed if he thinks that lingering on a shelf somewhere is a neatly wrapped package of proposals that can simply be dusted down and put into effect.

Six years after the Inner London Education Authority opened up the issue of school and teacher assessment by publishing its booklet *Keeping the School under Review*, no one has yet devised what makes a good teacher or devised an acceptable method of monitoring the way that teachers do their jobs.

Instead, there have been a host of local initiatives, for the most part aimed at encouraging schools to examine their aims and practices with a view to improving their performance and in the process identifying areas in which their staff could do with extra training.

Only a handful of schools, at the prompting of enthusiastic heads or deputies, notably Birley in Manchester and George Salter in West Bromwich, have stepped into the minefield and set up formal systems of staff appraisal in which senior staff agree areas of responsibility with their juniors and regularly discuss and record how well these are being discharged.

But now, it seems, these ideas are catching on elsewhere. Cambridgebridge, encouraged by the results of *The TES* poll finding - that nearly one teacher in two would welcome pay and promotion being linked to classroom performance - are acting up a pilot scheme of teacher assessment at six local schools.

The authority is being helped by a private firm, Hay Management Consultants, which has extensive experience in devising appraisal systems for government and private scientific establishments.

According to Mr David Patterson, one of its senior consultants, the model the company has devised for research scientists, like teachers a group of people with dauntingly open-ended jobs, represents the best starting point for schools.

The process begins with an interview between the teacher and his immediate superior, usually his head of department, at which the two parties agree the former's "principal responsibilities".

Obviously, these vary from teacher to teacher but a Scale 1 English teacher could, for instance, be held accountable for "achieving an effective grounding in basic language skills and literary appreciation and fostering enjoyment of English across years one to three".

At a subsequent appraisal meeting, perhaps a year later, the two sides meet, discuss and agree how well these desired outcomes are being achieved.

The National Union of Teachers rejects what amounts to merit rises for teachers, saying there are bound to be unacceptable differences among teachers who perform best.

Instead, they would like schools to adopt a system of "self-evaluation", whereby teachers would discuss their progress, with their superiors or experienced colleagues, with the aim of improving their prospects for career development.

Nick Wood

Performance measures are needed

The need to find methods of assessing the performance of teachers and heads for the purposes of pay and promotion - and in the last resort for demotion and sacking - was emphasized by Sir Keith Joseph, the Education Secretary, at the CLEA conference last week.

In a speech which outlined an "agenda for partnership" with the local authorities Sir Keith said the quality of the teaching force was the single most important influence on the standard of education in schools.

He had a sense of some of the difficulties that teachers faced. "I know, at least, that I could not possibly do the job that many of them do."

But he had a duty to raise standards and he believed that a salary system more closely geared to teacher performance would help. "We need a system that will allow the best young teachers to progress more rapidly than the rest. We need a system that will

give extra rewards to the mature classroom teacher of exceptional talent, without requiring promotion to posts carrying managerial responsibilities," he said.

He was convinced of the need for in-service training and believed that some of the most dedicated teachers should be persuaded to leave the "chalk-face" for a period of training. They were misguided in underestimating its worth; performances could improve tenfold as a result.

In-service training for heads was also vital. It should account for one-third of the in-service budget announced by the DES in the spring.

He knew that, collectively, heads gave of their best but when their standards fell short employers should act resolutely. "But I want to say in the same breath that whenever it is necessary for a head to surrender his post, the extraordinarily demanding nature of the job should be taken fully into account; the surrender should be made

dignified and honourable." Referring to a DES-commissioned project on the selection of heads, known as the POST project, Sir Keith proposed a national conference in the autumn with I.E.A. and teacher representatives to consider the findings.

Having outlined his commitment to pupil profiles which could throw light on a pupil's character, self-discipline and conduct, Sir Keith said the local advisory service had "unexploited potential for good" in schools and in the education partnership.

Later at a press conference Sir Keith said a good team of advisors was essential if sensible appointments were going to be made in schools. Asked how assessment for teachers might develop Sir Keith said he believed some staff knew where their weaknesses lay and they should be encouraged to make self-assessments. "Some teachers may think they're very good when in fact they're not and for them we may have to bring in poor

reviews," he said. Children, parents, governors and other teachers were all capable of assessing a teacher.

Mr Walter Ulrich, deputy secretary at the DES suggested that, for example, a physics teacher could assess from his pupils' work whether they were being taught mathematics properly.

Sir Keith was not convinced that fixed term contracts would be effective in improving heads' performance. Mr John Swallow, president of the National Association of Headteachers, said this week that the practical implications of Sir Keith's remarks needed explanation and he expected the matter to be raised at a forthcoming meeting at the DES.

Heads were concerned at the way Sir Keith was falling to deal with the practical application of ideas. "This is not the best way to encourage heads who are being increasingly subjected to non-professional advice."

Packed lunch charges urged

Education authorities should be allowed to charge children for eating packed lunches at school, said Mr Geoffrey Wright, a Conservative from Solihull and deputy head of a Warwickshire high school.

Mr Wright, seconding a motion from Coventry which complained about the cost of supervising sandwich lunches, said his authority and others could not afford to provide "free picnic areas" in their schools.

In Solihull 40 per cent of children had sandwiches for lunch; they were provided with cutlery, glasses and plates and they had to be supervised. They created 15,000 hours of washing-up time a year.

If children could be asked to meet the cost they would be charged 12p a week. But if charging remained illegal then I.E.A.s should receive special funds through the rate support grant.

Mr Jeffrey White, deputy chairman of education in Coventry, putting the motion said supervision costs had risen by 20 per cent in the past two years and sandwich eaters were costing his authority about £200,000 a year. He was opposed to charging children and wanted Government recognition of the problem through extra rate support.

Labour and some Conservative delegates reacted against Solihull's idea of charging and the motion was lost.

Parties share resentment of 'centralism'

Resentment over government intervention in the education service was expressed by both Conservative and Labour authority leaders.

Mr Philip Merridale, Conservative chairman of Hampshire's education

Widen net for YTS agents

The Manpower Services Commission should allow individual colleges of further education to act as managing agents on the Youth Training Scheme, according to a large majority of the conference delegates.

A Conservative delegate from Kent said the rule which obliged colleges to work within consortia on schemes, meant that the education service was falling to get credit for time and effort expended. In Kent most of the consortia schemes were initiated by colleges. He believed more small businesses would be attracted to Mode A schemes if local colleges acted directly as agents.

Mr John Morris, vice-chairman of education in Northumberland, expressed concern for 17 and 18-year-olds who looked likely to lose YTS places to 16-year-olds.

Schools wait for governors

Hundreds of voluntary schools are still without parent and teacher governors because the Education Secretary has failed to make new instruments and articles of government available to them.

Delegates agreed that CLEA should press the DES to give the issue greater priority and to provide the articles and instruments in accordance with the 1980 Education Act.

Mr Charles Mitchell, chairman of Dorset's schools sub-committee, criticized the DES over the delay. The current excuse being offered was a shortage of civil servants and resources. Dorset's voluntary schools

had been waiting for more than two years, he said.

Mr Joan Main, Wiltshire's chairman of education, said about half the county's primary schools were voluntary and were still without the powers to create a governing body as laid down in the Act.

Sir Keith Joseph told the conference he would be putting proposals to the local authority associations for a stipulated date by which all schools would have to comply with the 1980 Act on governors. The DES confirmed later that if such a date was set, the DES itself would have to comply by approving the articles of voluntary schools.

Special funding was essential, he said.

Changes of address -

1st August 1983

The new address of the

Schools Council:

Newcombe House

45 Notting Hill Gate

London W11 3JB

Telephone: 01-229 1234

The Secondary Examinations Council

is also at this address

Review of allowances demanded

The Government was urged to review all allowances paid to the post-16s following a debate which highlighted the wide differences in payments.

Mrs Sue Waddington, Labour chairman of Leicestershire's education committee, said too many young people were making an educational choice at 16 on financial grounds. If their parents' income was low they felt obliged to opt for the Youth Training Scheme because the £25-a-week allowance was the highest available.

Mr Fred Riddell, Labour chairman of Nottinghamshire's education committee, said a means-tested educational maintenance allowance of £7.80 was available to sixth formers in his county but they were also being offered £16 a week in supplementary benefit if they studied for less than 21 hours. Parents whose children did not qualify for either of these got around £6 a week in child benefit.

A Labour motion which called for the introduction of educational maintenance allowances, equivalent in value to the YTS allowance, was lost in favour of a Conservative amendment calling for an urgent review by the Government.

Mr William Stubbs, education officer for the Inner London Education Authority, urged that any review should take into account all the policies of the Department of Health and Social Security. There was evidence in London that young people who qualified for an educational maintenance allowance from the authority were being penalized by a reduction in the Family Income Supplement.

Conservative and Liberal Alliance councillors also defeated a Labour motion calling for a change in the law to allow Education Secretary to return for CLEA exams while continuing to claim supplementary benefits.

Closure threat

The Centre for Education in World Citizenship could close unless more cash is forthcoming

NEWS

Widespread difficulties found with reading and writing

Official illiteracy figures far too low, says study

Figures showing that two million adults in Britain have a literacy problem are likely to underestimate the true position considerably, according to research published today.

The research, based on the National Child Development Study, shows that one in ten of the 12,500 23-year-olds surveyed had problems with reading, writing or spelling. One in twenty had difficulty with numbers.

The National Child Development Study is a nationally representative and continuing study of all those born in Britain in the week, March 3 to March 9, 1958. They are among those who left school in the first year after the leaving age had been raised to 16.

The research, produced as a pamphlet, *Literacy and Numeracy - Evidence from the National Child Development Study*, by Vanessa Stronach, is published by the Adult Literacy and Basic Skills Unit.

It says 4 per cent of the sample reported problems with reading and the majority of these also had problems with spelling or writing. A further 6 per cent had problems only with spelling or writing.

"Men were more likely than women to report literacy problems of some kind since leaving school: 12 per cent of men, compared with 7 per cent of women had had such problems", it adds.

It says that 29 per cent of those with difficulties admitted to problems in everyday life as a result - such as filling in forms or looking and applying for jobs.

Only 8 per cent, the research continues, had attended classes to improve their reading or writing - with women only half as likely as men to have done so.

It adds that 5 per cent of those

interviewed had difficulties with numeracy with - again - a striking difference between the sexes recorded among those who had attended classes to improve their skills. "One in ten men and one in forty women who had had problems with number work since leaving school had been to classes for help."

The report says the figure of two million "functionally illiterate" adults - 6 per cent of the adult population - is widely quoted but adds: "The evidence from the National Child Development Study suggests there may be considerably more than two million adults in Great Britain whose literacy skills are not sufficient to meet the demands placed on them."

It recommends there should be further study to "explain the exceptionally low rate of class attendance among women who are lacking in basic skills".

Bert Lodge reports the decisions on the future shape of training courses and the body empowered to oversee them

ACSET sets out standards for teacher training

The criteria on which Sir Keith Joseph, Education Secretary, will from this autumn judge whether a teacher training course merits his approval were agreed on Wednesday by the Advisory Committee on the Supply and Education of Teachers.

They will involve experienced teachers being trained in interviewing techniques to help sift through applicants for the profession and a lengthening of the Postgraduate Certificate of Education (PGCE) course for intending teachers to at least 36 weeks from autumn next year.

Though the committee feels the course should be much longer to accommodate all the standards proposed, an extension of the current average of about 30 weeks is at least a start.

Sir Keith announced in March that he intended to exercise his powers to approve or reject courses and ACSET was asked to draw up criteria.

Implicit in the move is the need for a national accreditation body to oversee the professional content of courses in both university and public sector (TES, June 24). Its structure by the committee this week.

The criteria for judging teacher training courses are grouped under the headings of education of students, quality of academic content of the course, professional aspects of training and final assessment. They will be published as a circular.

Experienced practising teachers should be involved and should receive training to make their contribution effective. They should sit in at the personal interview of each candidate.

Previous work with children or adolescents should count in the candidate's favour. A blend of "awareness, sensitivity, enthusiasm and ease of communication" should be looked for.

In addition at least grade C in O level maths and English required for all entrants, students going in for secondary teaching should hold an A level appropriate to their intended main teaching subject. Intending primary teachers should have a broad

base of studies at O and A level and particularly an A level in an area where they aim to concentrate.

Entrants to postgraduate courses must have in their degree a level of knowledge equivalent to at least two years of study of subjects "related to the developing curriculum of schools". If they intend to teach secondary pupils they should have attained this standard in one or two subjects relevant to their teaching specialism.

In BEd courses two years should be allocated to subject studies at a higher education level. At postgraduate level intending primary teachers will need curriculum studies in addition to their degree in order to prepare them for teaching across the curriculum.

For intending secondary teachers a substantial part of the course must be spent on the methodology of teaching their specialism to a specific age range. Intending primary teachers should spend substantial time on the teaching of language and mathematics.

Teaching practice in schools should amount to at least 12 weeks for PGCE students and at least 15 for those doing a BEd. These periods should also include observation, involvement with out of school activities and with parents and the community. The current average length of a PGCE course of about 30 weeks should be extended to at least 36.

Experienced practising teachers should be involved in the planning and assessment of students' school experience. In the colleges a high proportion of the staff should have continuing regular contact with classroom teaching. Each college should set up a teacher training committee on which local schools are represented.

Nobody should be awarded a BEd degree unless they have shown themselves to be a competent teacher. Undergraduate courses should be planned so that unsuitability for the job can be identified early and those students excluded from the profession. But their course should still lead to a degree provided their academic work is satisfactory.

Central control preferred to regional committees

A single national advisory council should be responsible for accrediting all teacher training courses on behalf of the Secretary of State, ACSET recommends. It should be made up of 15 to 20 independent people appointed by the Education Secretary.

Although a local committee based on each institution is also recommended, the decision to go for a national trans-biography council renders obsolete proposals made last year by an ACSET sub-committee for reviving the regional professional committees. These were acknowledged to have been supervising professional content of courses with only varying degrees of commitment.

Validation of the academic content of courses would remain the responsibility of the universities and the Council for National Academic Awards, ACSET emphasizes. But their work and that of the new body would overlap. "In particular we emphasize the importance of the involvement of HMI as the main source of professional advice to the Secretaries of State."

This recommendation, which amounts to handing the Inspectorate a pass-key to university departments of education, has caused considerable controversy. Inspectors have traditionally kept away from universities, but it is known that Sir Keith is anxious to see the tradition ended.

Besides the national body, each institution involved in teacher training should establish a local teacher training committee of representatives of the institution, employers and practising teachers. No course should be examined by this national council which has not first been the subject of detailed discussion by the local teacher training committee. In-service training should continue to have an essentially local basis.

The volume of work involved in a competent accreditation system will be substantial, ACSET believes. The council would require its own budget and a competent and properly staffed secretariat. It would probably have a sub-structure of committees, each chaired by a member of the advisory council.

Black pupils' expulsions were unfair, say parents

by Nick Wood

A group of black councillors and co-opted members is to quiz children who have been barred from school - and their parents - about the fairness of disciplinary procedures.

The move, by the Labour-controlled Lambeth Council, follows protests by blacks that their children are unfairly singled out for expulsions, suspensions and withdrawal to special units.

Teachers in the authority, who claim it will undermine school discipline, have boycotted the investigation.

The authority will write to the families of suspended children inviting them to meet the councillors next term at the town hall.

The investigation is being led by Mrs Ambrozine Nell, the black vice chairman of the education committee, whose son, Ambroz, was suspended from Willesden High School in 1976 when Mr Max Morris, former president of the National Union of Teachers, was the headmaster.

The NUT later brought a successful libel action on Mr Morris's behalf.



Ambrozine Nell... leading the investigation.

against the newspaper, *West Indian World*, over its report of the incident.

Mr Bryan Stark, education chairman, said that the long-term aim of the inquiry was to get schools to reduce the number of children who were barred from the premises. The

working party, which is chaired by Mrs Nell and includes two co-opted representatives of the black community, which makes up one in three of Lambeth's population, will make recommendations to the education committee after conducting the interviews.

PRIMARY

Early encouragement sought for girls

by Hilary Wilce

Girls should become familiar with science, maths and craft, design and technology in primary school in order to help them overcome difficulties with maths and science.

They should also receive good career advice, and a thorough understanding of the implications of subject option choices before the age of 14, a Government advisory committee has said.

The Women's National Commission has written to Sir Keith Joseph, the Education Secretary, urging him to encourage work in schools which will help prevent girls becoming second-class citizens.

It emphasizes that research into sex differentiation carried out under the former Schools Council should continue under the new school curriculum development body, and that intervention projects in areas like science and technology should also be followed through.

Government funds should be made available to specific projects which encourage non-traditional activities like home economics for boys and workshop training for girls.

Both the Department of Education and Science and the local authorities should develop programmes which encourage women to move into senior teaching jobs, Sir Keith is told, and the DES should prompt local education authorities to implement policies designed to prevent girls from slipping behind in schools.

The letter is the outcome of an inquiry into secondary education by the Women's National Commission. This came after a previous WNC study of youth unemployment which indicated that schools were doing an inadequate job in equipping girls for the changing demands of the job market.

The inquiry was chaired by Mrs Nancy Catchpole, president of the

British Federation of University Women and co-chairman of the WNC, and incorporated evidence from the DES and responses from 86 of the 103 local education authorities in England and Wales.

Helping young children to develop an interest in physical science and technology is the single most important thing that women primary teachers can do to combat sex role stereotyping.

If primary children see women teaching aspects of physics and chemistry it will help to modify the entrenched masculine images of these subjects, Mr Barry Everley, a lecturer in education studies at Sheffield City Polytechnic, writes in the summer edition of *Primary Education Review*.

Primary Education Review, Summer 1983, No 17, 75p from the NUT, Hamilton House, Mableton Place, London WC1H 9BD.

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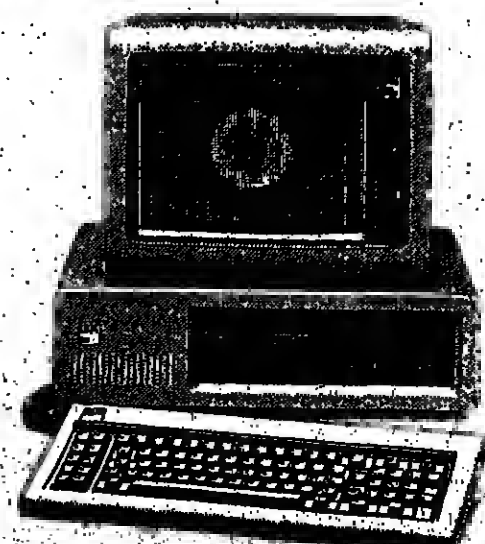
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Three month limit on rescue plan for Liverpool grammar

by Virginia Makins

An HMI report on Liverpool Institute High School for Boys is "most disturbing" and underlines "the urgent need for the authority to come to grips with the management and rational organization of secondary school provision in the interests of Liverpool's children," says Sir Keith Joseph, Education Secretary, in a letter to Mr John Hamilton, Leader of Liverpool City Council.

Sir Keith has requested "another early meeting" to discuss action that will secure the improvement in quality and the rationalisation of Liverpool secondary schools in the light of this report and the earlier HMI report on education in the Toxteth area.

A separate official letter from the Department of Education gives Liverpool three months to decide how to rectify problems shown up by the report on the school, and set a timetable for improvement.

The letter calls for appropriate curriculum and teaching methods; measures to improve standards in many subjects, and to deal with the "serious deficiencies" in religious education and music; to improve the attendance and behaviour of pupils; to ensure effective management and record-keeping in the school; and to remedy 15 health and safety hazards identified by the HMI.

Liverpool Institute High School, ex-Bentley, Paul McCartney and the Beatles are among its old pupils.

The school, which takes 594 boys, the vast majority of average or above average ability (very few score below 90 or above 120 on verbal reasoning tests).

The school's future has been uncertain for 18 years and HMI found the state of the once-distinguished buildings "unacceptable", and showing

HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Section, 100 Whitehall, London SW1A 2BQ. Also available from H.E.A.S.

"long-term neglect." Pupils had no cloakrooms and "deplorable" toilets; teaching accommodation and furnishings were often bad or inappropriate; heating and lighting were poor, and the wiring urgently needed expert examination.

The library "has a gloomy air of neglect" and mainly out-of-date or inappropriate stock. Most teaching departments have insufficient resources - though if it were "responsibly used over a period of years" capital would be adequate. HMI calls for priorities to be set, and for systematic and co-ordinated procedures to be adopted.

The school had "no explicit management structure", no mechanism for

monitoring curriculum or pastoral work. It was unable to provide details of curriculum analysis, spending, sixth forms' timetables, and other basic information.

A pastoral system of year tutors was set up last year, with the agreement of most but not all the staff, and has begun to tackle problems of discipline and attendance. But the HMI say



Liverpool Institute: 'No explicit management structure.'

that the school needs to consider ways of recognizing pupils' positive achievements, as well as devising a strong system of sanctions for misbehaviour.

There were no systematic records of pupils' academic or personal development, and assessment policies were left to individual departments or even individual teachers.

The curriculum appeared to be based on tradition rather than rational planning. Important choices had to be made much too early. Boys were divided into two groups, with distinct curricula, at the end of the second year, and procedures for selecting the two groups were inadequate. The HMI were concerned about lack of balance, and lack of adequate provision for music, religious education, and careers education.

Examination results were "generally disappointing." In 1982 fewer than 19 per cent of 15 fifth year candidates gained five or more A, B or C grades.

The school's "very low" pass rate at A-level was 34 per cent overall. Thirteen boys achieved two or more A-level passes; 14 achieved none. "Either many pupils were entered for inappropriate examinations or the preparation of pupils was inadequate, or both," comment the HMI.

The sixth form was "in a sorry state in almost every respect." The average A-level teaching group size in the

upper sixth was 2.8. Pupils had an excessive amount of time for private study, and few resources to use it well. There was no planned general studies course.

The HMI found some good teacher-pupil relations but a "worryingly large proportion" of students "rejected or at best passively acquiesced in what the school provided." There was a successful mountaineering group, and some extra-curricular sporting activities, but no evidence of clubs for academic, creative, and social activities or hobbies.

Apart from science, art and French, schemes of work gave little guidance to teachers. Some promising work was found in art, geography and craft, design and technology, but in general pupils had few chances to develop different styles of learning, or work at different rates according to their ability. The content of courses was often inappropriate for below average pupils.

Staff morale is "understandably low", but this has not prevented some good practice and developments. The schools' problems can only be solved with the close support of the authority and the governors, and stable leadership.

All heads of the school since 1965 have been internal appointments, initially as acting heads. The last head took early retirement in February this year, after only two terms. At present, the school has a caretaker head, seconded from a local comprehensive. Mr P S Fowler, a deputy head in Halifax, takes over in September.

Mr Kenneth Antcliffe, Liverpool's chief education officer, said the report was very fair and "simply reflects the concern the authority has had for a considerable period of time." He called it "goddam cheek" for the DES to blame the Liverpool advisory service. "HMI inspectors have taken 25 years to find out for themselves."

Since 1962, he said, Liverpool had published six statutory notices, proposed an "almost infinite variety" of schemes for the school's future - all turned down by successive Secretaries of State.

Mr Brady would not comment on the future of the Institute but promised that a city-wide re-organization plan for 11-18 mixed community comprehensives would be published in September.

In brief Conditions for courses . . .

Sir Keith Joseph, the Education Secretary, will approve new advanced further education courses only if they are essential for industry, commerce or the professions. It was announced this week.

Circular 4/83, based on advice from the National Advisory Body for Local Authority Higher Education (NAB), gives arrangements for the approval of courses for 1984-85.

Polytechnics and colleges have been given blanket approval to make minor changes to any existing courses and to introduce new ones provided they can be paid for by sponsors or students.

Multi-ethnic instruction

Courses for teacher trainers on the special problems of working in multi-ethnic schools will begin in autumn in six urban regions of England.

Coordinated by Professor Maurice Craft, dean of the faculty of education at Nottingham University, the courses will be part-time over one, two or three terms at the universities of London, Liverpool, and Nottingham, and the polytechnics of Birmingham, Manchester, and Sunderland.

Record hearing

A decision will be announced today after a 37-day disciplinary hearing into the case of Mr Michael Schaffer, headmaster of Eastwood High School in Wakefield, who was suspended after his staff threatened to strike. The National Association of Head Teachers, which is representing him, says this is the longest disciplinary hearing faced by one of its members.

John Mann moving

Mr John Mann, aged 53, secretary to the Schools Council, has been appointed director of education for Harrow. Mr Mann, who has run the council since 1978, will take up his new post on November 1.

Mr Roy Harding, aged 59, has been appointed general secretary of the Society of Education Officers. Mr Harding will take up his new post, which is part-time, next March when he retires from his job as chief education officer for Buckinghamshire. He succeeds Mr George Cooke.

YTS report calls for action to reform teaching styles and 'rewards'

Recommendations for running the Youth Training Scheme programmes in a way which could lead to major changes in schools as well as industrial training, are to be circulated by the Manpower Services Commission to all the organizations involved in the scheme.

The organizations, including firms and colleges, will be told how they can make work the basis of virtually an alternative training and education.

These recommendations, embodied into 100,000 copies of a guidebook, are based on the 350-page report on *Training for Skill Ownership*, whose publication was reported in last week's TES.

The report was commissioned from the Institute of Manpower Studies by the MSC in an attempt to resolve its key dilemma: how to get employers to provide a useful training for youngsters whom they do not want to employ in their own industry.

Edited by Mark Jackson

The basis of the IMS proposals is to relate all YTS training to "occupational training families", so that every trainee is encouraged to acquire competencies applicable to a whole group of occupations while being trained in one of them.

The concept has been widely discussed in educational and training circles during the two years the IMS has been working out the system, and was set out in principle in the MSC's first statement on the minimum criteria for the scheme.

Since then, employer resistance has persuaded the MSC to drop, for the

Occupational Training Families (OTFs) and their key purpose

OTF No.	Occupations	Key purpose
1	Administrative clerical, and office services	Information processing
2	Agriculture, horticulture, forestry and fisheries	Nurturing and gathering living resources
3	Craft and design	Creating single or small numbers of objects using hand/power tools
4	Installation, maintenance and repair	Applying known procedures for making equipment work
5	Technical and scientific	Applying known principles to making things work/usable
6	Manufacturing and assembly	Transforming materials and non-metallic materials through shaping, continuing and assembling into products
7	Processing	Intervening into the working of machines when necessary
8	Food preparation and service	Transforming and handling edible matter
9	Personal services and sales	Benefiting the needs of individual customers
10	Community and health services	Meeting socially defined needs of the community
11	Transport services	Moving goods and people

time being at least, any attempt to force employers to adopt the approach.

And the commission's director, Mr Geoffrey Holland, now simply comments it as a "coherent and detailed system for implementing the intentions of the YTS Task Group".

Each OTF is grouped around a common "key purpose" - such as "moving goods and people" for the transport services OTF - and has a range of learning objectives. These are the ability to perform specific real tasks, rather than the possession of skills for their own sake. There is a further range of "transfer learning objectives" representing the ability to apply the competencies learned in one

kind of work to other occupations in the same family.

Mr Christopher Hayes, the former MSC top executive who headed the study, says that although his OTFs cover the vast majority of jobs for young people, they do not attempt to be fully comprehensive - he cites as an example the fact that "musicians are not well catered for by this scheme".

The report sets out a method of assessing results by getting supervisors to judge how well the trainees perform actual tasks - and says that this concentrating on the results is the only practical way of monitoring the performance of the YTS. It points out that the MSC's attempts to monitor

and control training under the Youth Opportunities Programme broke down under the sheer load, and says that defining the results required from training is a much more effective way of influencing the reality than trying to control the process by which they are achieved.

At the same time, the report, while discouraging the MSC from any hope that it can effectively ensure by inspection that training takes place in any prescribed way, calls on the commission to use its influence to get trainers and teachers to adapt their styles to the system of learning which the report sets out.

It alleges that a great deal of teaching in both education and training does not promote "reasoned understanding or skill ownership" and gives a warning: "To change the approach of tens of thousands of teachers, instructors, and supervisors is a task which must be faced but it must be realized that it will take a long time to achieve".

But there is growing disquiet in education and industrial training out the way the system is loaded towards tests and examinations, claims the report, which suggests that change could be accelerated if it did not have to be in the teeth of the established system of recognition and reward and if success in developing participative learning, enhanced understanding and the use of transfer skills among young people were recognized.

It warns: "We strongly believe that MSC and other public resources which are devoted to the training of trainers or teachers will be partially wasted unless MSC also takes action to accelerate the shift in the system of recognition of training outcomes".

MSC drops rush plan for bids

Plans to invite bids straight away from local authorities for a second batch of projects for funding under the Government's Technical and Vocational Education Initiative have been dropped. Instead, the attention steering group from industry and education which oversees the scheme will be asked to decide the way in which the expansion should be carried out.

The change in plan has been forced on Mr David Young, chairman of the Manpower Services Commission, by the Association of Metropolitan Authorities, who are holding him and the Employment Secretary to their promise of full consultation with the education service over how the money for the new projects is to be allocated. The AMA is still smarting over the way the original programme was announced without prior consultation.

Mr Young made a special return visit to the Council of Local Education Authorities conference at Canterbury on Friday - he had addressed it earlier in the week - to get their agreement to his plan. "We told him we weren't going to be bounced into anything of the sort", Mr John Pearson, the AMA's vice-chairman, said after the meeting.

The steering group, which next meets in September, will consider whether the money should be allocated on the same basis as the original funds, which would support around 40 more projects, or be spread over a larger number and it will also review the criteria for the proposals.

A few days afterwards the AMA, many of whose members share the Labour leadership's hostility to the whole programme, will hold a special meeting of all authorities - not just those represented on its education committee - to decide its attitude to the proposed expansion.

NEWS

Computers dominated by boys, say reports

by Carolyn O'Grady

Manufacturers who aim their computer products at boys were one of the factors blamed this week for the lack of interest shown in computers by girls both at home and school.

This follows the publication of two reports showing that girls are not taking to computing with anything like the enthusiasm being shown by boys.

Other factors blamed included the determination of many boys to monopolize use of the equipment plus the lack of suitable software and related materials.

A market research survey by Audits of Great Britain revealed that only 4 per cent of girls said their mothers use computers at home. A report on Sheffield schools found that boys tended to dominate use of the equipment in schools.

Linda Carr, principal educational officer of the Equal Opportunities Commission, said the EOC feared that "information technology would follow a similar pattern to that of the physical sciences, with girls losing interest early on at schools. At present four times as many boys as girls take A-level computer science."

At the same time, she said, there was some evidence that girls were more discriminating in their use of computers. And the EOC was interested in encouraging the development of programs which would hold the interest of girls.

The commission had given a grant to the London Borough of Croydon to develop teaching materials in an attempt to catch the interest of girls. The borough had appointed Mrs

Robin Ward, previously an English teacher in a local comprehensive, in a two-year full-time post which had the overall aim of alerting teachers to potential problems in involving girls in information technology.

There is an urgent need for more research into the impact of information technology on education, the Social Science Research Council says in a report published recently.

It calls for investigation into the effect on learning of microcomputers and other devices, and also into the impact of IT on the curriculum.

"Technology offers teachers opportunities to extend the power, range and effectiveness of the human intellect," the report says. "Educational attainments are possible which have long been considered desirable but which have hitherto been beyond our grasp."

It says a "great wealth of expertise" has been amassed within the teaching profession, "but the bulk of it is not supported by a systematic information base . . . or by any depth of theoretical understanding . . . This deficiency is not widely recognized within the teaching profession in the UK, which retains a remarkable propensity for intellectual 'Luddism'."

Research would include a look at the influence of different software styles and studies of those schools which have relatively high levels of hardware and software.

Microcomputers in Education: A Framework for Research by Monica Sage and David J. Smith (SSRC, London, 1983), £2.

Announcements

The Royal Hospital and Home for Incapacities and The Development Trust for the Young Disabled
In association with
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Alan Kent, MA, MPhil, Principal, Barnstead Place, Queen Elizabeth Foundation for the Disabled.
Richard Sowell, BSc (Econ), Director, National Bureau for Handicapped Students.
Dr George Jolley, Manpower Services Commission HQ, Moorfoot, Sheffield.

Mavis Haron, Senior Counselor, London Region, Open University.
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Schools chess advances

by Harry Golombek

The standard of play in British schools chess seems to be continually improving. I thought that last year's *Times* British Schools Chess Tournament was quite striking in this respect; but this year's semi-finals and finals, which were held at St Ermin's Hotel in Caxton Street, London, on July 13 and 14, were even more convincing.

Possibly the reason for this lay in the considerable increase in the number of schools competing which, at 597, was much more than last year. Moreover, every school that did qualify to play at St Ermin's was new, in the sense that none of last year's semi-finalists qualified for the semi-finals this year. Clearly British schools chess has a great strength in depth and also in width, so to speak.

Results in the semi-finals on July 13 were clear-cut. Queens Mary's Grammar School, Walsall, showed their strength by beating Royal Grammar School, Newcastle, by 4½-1½ despite the fact that their average age was two years lower than that of their opponents, that of Queens Mary's being 14.8 and that of Royal Grammar 16.8.

Details of this match (Queen Mary's names first): Mark Wheeler 1, Mark Thornton 0; Darren Wheeler 1, Garry Coleman 0; Paul Burton 1, Andrew Connolly ½; Paul Burton ½; Philip Browne ½; David Young ½; Timothy Carter 1, Paul Metcalf 0.

Mark Calverley 0 (Darren Wheeler at 12.1 was more than five years younger than Calverley who was 17.5); David Burton 1, Jonathan Calverley 0; Paul Burton ½, Martin Hazelton ½; David Young 0, Justin Stephenson 1; Paul Metcalf 1, Paul Dargan 0.

The 5-1 victory of Paston School, North Walsham, over Grove School, St Leonards, was even more striking. Here the details were (Paston names first): Christopher Paul ½, Raymond Brooks ½; Garry Coleman ½, Ian Pierson ½; Mark Hindle 1, Richard Almond 0; Andrew Connolly 1, Mark Rich 0; Philip Browne 1, Keith Adams 0; Timothy Carter 1, Mark Lynn 0.

So Paston School met Queen Mary's in the finals on July 14. Paston's average age was 17.1 as contrasted with Queen Mary's 14.8, which meant Paston had to win by at least 4-2 in order to gain the title. This they never looked like doing and in the end the match was drawn 3-3 and Queen Mary's won the title.

Details of this match (Paston names first): Christopher Paul 0, Mark Wheeler 1; Garry Coleman 1, Darren Wheeler 0; Mark Hindle 0, David Burton 1; Andrew Connolly ½, Paul Burton ½; Philip Browne ½, David Young ½; Timothy Carter 1, Paul Metcalf 0.

In the play-off for third place between Royal Grammar School and Grove School, Royal Grammar scored an overwhelming victory by 5½-

to ½. Details: Mark Thornton ½, Raymond Brooke ½; Mark Calverley 1, Ian Pierson 0; Jonathan Calverley 1, Richard Almond 0; Martin Hazelton 1, Mark Rich 0; Justin Stephenson 1, Keith Adams 0; Paul Dargan 1, Mark Lynn 0.

The two best game prizes went to Mark Wheeler for his win over Christopher Paul and to Mark Calverley for his win over Ian Pierson.

Mark Wheeler took impressive advantage of Christopher Paul's weak opening play in the following neat game:

White C. Paul, Black M. Wheeler
1 P-Q4, P-KB4; 2 P-QB4, P-K3; 3 P-KN3, P-Q4; 4 B-N2, B-B3; 5 P-B3 is mistaken advance that meets with due punishment; instead he should have played 5 P-A3.
6 . . . Q-N5; 7 P-Q4 the attempt to neutralize the pawn on B5 is doomed to failure; he should have played 6 P-P3.
7 P-Q4; 7 N-K3, B-K2; 8 O-O, N-B3; 9 Q-N2, O-O;
10 N-N3, R-P4; 11 O-B2, P-P3; 12 N-P3, N-K3; 13 N-Q2, Q-N3; 14 B-K2, B-B3; 15 B-K2, B-B3; 16 B-K2, B-B3; 17 B-K2, B-B3; 18 B-K2, B-B3; 19 B-K2, B-B3; 20 B-K2, B-B3; 21 B-K2, B-B3; 22 R-P4, P-B3; 23 Q-R1, Q-N4; 24 R-B1, Q-N4; 25 R-Q2, B-N5; White resigns. Nothing is to be done against the threat of B-B6. A game conducted by Black with great force and accuracy.

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PERMANENT BUILDING SOCIETY

Nick Wood reports on the annual HMI survey of the effects of l.e.a. spending on the education service

Cuts: holding the line—just

Needs to do better—that is Her Majesty's Inspectorate's verdict on the education service in its latest report on the effects of local education authority spending policies.

After the swingeing cuts of 1981, which so alarmed the inspectors, l.e.a.s largely held the line in 1982. The pace of deterioration in provision has at least been slowed, HMI says.

Twenty-two authorities improved their overall levels of provision, while nine reduced them. Under the impact of falling rolls, pupil: teacher ratios improved in over two thirds of authorities.

In contrast to 1981, the gaps between the best and the worst authorities are no longer widening.

Most have "broadly satisfactory levels of provision across most of the aspects assessed"—teaching staff, non-teaching staff, in-service training, induction, advisory services, premises and books, materials and equipment.

The fringe groups—the l.o.a.s with exceptionally good or bad levels of provision—remained largely unchanged. The number of authorities with satisfactory or better provision across all seven headings went up from five to six. There are still four authorities with low levels of spending giving HMI cause for concern.

But the composition of the bottom four—not named by HMI last year but later identified as Wiltshire, Norfolk, Somerset and Gateshead—has changed. One authority increased its spending sufficiently to escape the inspectors' censure, only to be replaced by a county authority that cut provision from a previously low level.

HMI warns that although the crude measures



Pressures of change: Schools face demands for more 'vocational' timetables.

of provision, notably pupil: teacher ratios, give some grounds for satisfaction, they tend to mask deficiencies which have been extant for some years.

"Provision and falling rolls may, however, interact in such a way that the same level of provision provides a less broad curriculum, less

nature of the inadequacies observed in individual institutions is such that they cannot be shrugged off in any general satisfaction.

"When standards in the basic curriculum and the applicability of education to earning and work are, as now, at a premium for pupils and students of all abilities, access to them has to be assured.

"Yet the observations show that some pupils in some institutions from primary schools to further education, in some parts of the country do not have that access."

The report is based on returns from district inspectors in all 96 English l.e.a.s and reports by HMIs on visits to schools and colleges in the autumn of 1982.

The report brought an angry comment from Mr Fred Jarvis, general secretary of the National Union of Teachers. He said: "The HMI report should shatter the complacency of the Secretary of State, for it confirms all that the NUT has been saying about the effect of cuts on the needs of our children."

"Since Sir Keith Joseph tells us that he attaches much importance to what the HMI tell him, we hope he will now recognise that our schools have inadequate resources and that any further cuts could only damage even more our educational standards and opportunities."

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"The great majority of education in schools and colleges is adequately provided for, but the

See-saw effect in schools: some better, some worse

The evidence is that in most authorities there was a mix of slight improvements in some aspects of provision, slight worsening in others, and a standstill in the remainder."

In 1981, 71 l.e.a.s. reduced provision, 16 making moderate to considerable cuts. In 1982, only nine reduced provision, while 22 increased it.

Primary pupil: teacher ratios went up in 68 authorities, three more than in 1981. Across the country, secondary pupil: teacher ratios were unchanged at 16.6:1, while primary PTRs improved from 22.7 to 22.5.

But, as the report makes clear, these moves were not sufficient to prevent reductions in the range of subjects offered by schools, cuts in supply cover and provision for the induction of new teachers. The fall in

Overall pupil: teacher ratios may improve but the nature of the numerical improvement achieved in this way may be random and cannot guarantee that all schools have adequate supplies of the teachers they need or that every school in an authority is better placed than in 1981," HMI says.

In general, authorities and schools are holding the ground, the report says.

"Last year's report pointed out that in l.e.a.s. and schools were surviving financially by doing less and that they were obliged to take the loss in the form of cuts in provision."

"Even with the evidence of much sharper management, that is the ground that is being held."

"It is characterized by levels and standards of resources which are sometimes inadequate to maintain the

cases); by significant disparities between and within schools; and by schools in general being less well placed to respond constructively and enthusiastically to the many calls for educational improvements and change that come from the education service itself and from parents and society, and which often require either extra educational range or diversification or both."

Mathematics, science and remedial teaching are threatened both in primary and secondary schools, the inspectors say.

"Many primary and secondary schools have found themselves obliged to concentrate on the middle range of pupils with a consequence that the educational needs of the most end least able are not adequately reflected in either curriculum or organization."

"As noted in last year's report, option choices for pupils in years four

Secondary standards still under threat

The cumulative effects of financial constraint noted in previous years is undermining attempts to maintain standards at secondary level, even though there was "no further serious erosion of the levels of resources made available to schools" in 1982, the report says.

HMI identifies staffing as the main constraint on schools. One authority in four is attempting to cope with falling rolls by introducing curriculum staffing. In 53 l.e.a.s., staffing was found to be "generally satisfactory", but HMIs discovered 12 authorities with below average PTRs who had further reduced staffing levels.

One bright spot was that more teachers were qualified to teach the subjects they were covering. But this did not apply to small secondary schools. They have noticeably more non-specialist staff teaching subjects for which they were not qualified than larger schools.

As noted in last year's report, option choices for pupils in years four

and six were restricted. In some schools, the inspectors found more classes in which pupils taking a variety of examinations were taught side by side.

Some minority languages and music were either dropped or taught outside the normal timetable.

One third of authorities offered a better range of courses for sixth formers not taking A levels, "but the extra provision was not always well planned and there was still much use of examination courses inappropriate to the needs and aptitude of the pupils."

Provision for A-level pupils worsened in some parts of the country.

"Secondary schools were in general well placed to meet the demands currently made on them by pupils of their general curriculum."

An official at the Education Ministry described the situation as "80 per cent a girl problem". The traditional prejudices of industry towards girls die hard: 50 per cent of training places are reserved for boys, but only 25 per cent for girls. The Government is, however, running a scheme to train girls in technical and commercial fields.

There are numerous schemes to relieve the pressure on the dual system: a full-time vocational preparation year; the option of repeating the last year at the secondary modern (Hauptschule) to get better results; courses run by the labour exchange; and an extra year of compulsory schooling. These, of course, merely delay entry into the training system.

The Government's programme for the disadvantaged catered in 1982 for 6,000 remedial pupils, foreigners, and those without the Hauptschule final exam, who had not found a training place, and it is to be extended in 1983/84.

To encourage employers to train more youngsters, the youth employment protection law has been relaxed to allow longer hours in hospitals, paper and textile industries, buildings, animal care and bakeries. The unions, however, fear that this will lead to the exploitation of youngsters as cheap labour and a lowering of training standards.

It suggests that the "continuing stream of parental contributions" is unlikely to remedy such disadvantages. In the run-down schools that need extra money most, parents are often unable to help.

Straining training with demand

WEST GERMANY

Caroline Cuss reports unexpected pressure on vocational schemes.

Chancellor Helmut Kohl's rash election pledge of a training place this year for every "capable and willing" youngster looks unlikely to be fulfilled. From now until September, the start of the training year, youngsters will be frantically searching for places.

In the last two years, the West German dual system of theoretical instruction in vocational training schools and practical training in firms, has proved less recession-proof than many had hoped.

The Government stated last week that it believed firms would fulfil their promise to provide 655,000 places by September and a further 30,000 places if needed.

But recently released figures paint a less optimistic picture. Between October 1982 and May this year 18.5 per cent more applicants sought places through labour exchanges than during the same period in 1981, while the number of places on offer dropped by 7 per cent. This left 43 per cent more youngsters without places than in May 1982.

The Social Democratic Party (SPD) and the unions estimate that 655,000 places will not meet the demand this year—it is possible, they say, that applicants may exceed the 1982 figure of 667,000. They also maintain that as many as 263,000 youngsters did not get a place last year (official figure: 65,000) and their forecast for this year is 270,000 if urgent measures are not taken.

Increasingly, even the more able pupils, disillusioned with post-university career opportunities, are seeking training places—a trend which is further straining the system and worsening chances for the disadvantaged. This year such youngsters could make up 13 per cent of the applicants.

This year's estimate of the likely number of places required also does not take account of the Government's considerable cut in financial assistance for those continuing in full-time schooling beyond the school-leaving age. This could produce many more would-be trainees.

An official at the Education Ministry described the situation as "80 per cent a girl problem". The traditional prejudices of industry towards girls die hard: 50 per cent of training places are reserved for boys, but only 25 per cent for girls. The Government is, however, running a scheme to train girls in technical and commercial fields.

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UNITED STATES

Peter David on Federal action to enforce desegregation.

The Reagan Administration is to take the state of Alabama to court to force it to complete the desegregation of its colleges and universities. In a suit filed last week, the Department of Justice accused Alabama of retaining vestiges of the separate education systems for blacks and whites it maintained before the Supreme Court outlawed segregated education in 1954.

According to the Justice Department, black students and staff trying to gain access to the traditionally white colleges in Alabama have been consistently discriminated against, while the state's traditionally black colleges have been unable to attract a reasonable proportion of whites.

In 1980, the department alleges, some predominantly white colleges in Alabama had fewer than 2.1 per cent of black undergraduates. At the Alabama State University, a traditionally black university, blacks accounted for more than 99 per cent of undergraduate enrolments.

The Administration's decision to take Alabama to court was unexpected, and has surprised its friends and foes alike. Since its election in 1980, the administration has adopted a policy of persuasion rather than litigation in efforts to encourage racial desegregation. It opposes the mandatory busing of school children and has been trying to persuade southern states with "vestiges" of dual education systems to eliminate them voluntarily.

Critics of the Administration's softer approach to civil rights enforcement have been quick to dismiss the suit against Alabama as a cosmetic measure designed to improve President Reagan's image in the eyes of blacks and other minorities.

The move will certainly have more than a simply cosmetic impact on Alabama, however. With the ultimate sanction of being able to cut off Federal funds for Alabama's colleges, the Justice Department suit is likely to herald far-reaching changes in the state's further and higher education system.

At the most extreme, a reform plan acceptable to the Federal Govern-

ment might require Alabama to close or merge several racially-identified institutions and impose strict quotas on the proportion of black and white staff and students at particular colleges. Where black and white colleges offer similar courses, one might be ordered to close to force students in particular fields to enter a desegregated institution.

It is doubtful whether the Administration's decision to prosecute Alabama signals a major change in President Reagan's overall policy towards educational desegregation. The Department of Justice appears to have been

Vestigial racism lands Alabama in the dock



Change under duress: Alabama University admits its first black students to 1963 after President Kennedy ordered National Guardsmen to take control of the campus from segregationist Governor Wallace.

forced into tough action by the state's obdurate refusal to negotiate a voluntary desegregation plan with the Department of Education.

Several southern states which are deemed to retain vestiges of their formerly segregated higher education systems have put forward cogent arguments for slow integration. Most have historically black colleges whose presidents argue that black students have much to gain in an educational environment that is predominantly black and therefore comfortable and unthreatening.

For this reason, the Federal Gov-

ernment has generally been content to give state education systems ample time to achieve more integration of their colleges and universities.

A total of 19 southern states operated separate black and white universities until the Supreme Court's 1954 ruling. For more than a decade, civil rights leaders have resorted to the courts, citing the "equal protection" Fourteenth Amendment of the Constitution to prod the Federal Government into faster action to eliminate traces of the dual system.

Since 1980, the Reagan Administration has held more or less productive negotiations with five such states and extracted acceptable promises that they would make rapid progress to desegregation. Alabama, however, has been dragging its feet.

In January 1982 the Department of Education fired a warning shot over the state's bows by referring the issue to the Department of Justice. It emphasized, however, that it regarded legal action as a last resort.

The fact that the Department of Justice has waited 18 months before filing a suit suggests that the Administration has despaired of reaching a voluntary agreement. The allegations contained in the Government's suit are also unexpectedly harsh. Alabama is accused not only of failing to desegregate its colleges, but of deliberately reinforcing inequalities between blacks and whites.

In apportioning funds for agricultural education and research, for example, the state has devoted far greater resources to Auburn College (white) than to its black counterpart, the Alabama A and M.

Even so, the Administration has made it clear that it still hopes to avoid "full blown litigation". Mr Bradford Reynolds, the assistant attorney general, said last week that filing the suit did not preclude further negotiations for a voluntary settlement.

Paper remedies for violent abuse

CHINA

Jane Marshall on popular and official contempt for education.

A brutal assault on a primary school teacher in China's Sichuan province has prompted intervention by the top leadership of the Chinese Communist Party, while circulars at national and local level have condemned co-terminous violence against teachers and vandalism of schools.

The Sichuan teacher, Liu Zhongyue, was beaten unconscious by five men, who assaulted her with knives, sticks and whips. Although the case was reported at once, the local Changdu authorities took no action for a month, and even then let four of the attackers go free.

They acted only when the case was publicized in the press and brought to the attention of the national lead-

ership of the Communist Party, which ordered the local party committee to investigate.

According to the local party secretary, this was only one of 50 cases which had occurred in Chongqing in recent years. He said the local officials in charge were "vague and sometimes erroneous" and sometimes openly sided with the criminals.

The Sichuan education bureau has subsequently issued a circular urging a concerted propaganda campaign to education cadres and people, so that they can develop a new trend of loving and respecting teachers.

It indicates the scale of offences against school property in specifying unauthorized entry into school, "kicking up a row and outrageously beating up teachers, students and workers". It lists, among other crimes, encroachment upon or destruction of land, equipment, playgrounds, sites, enclosures, trees and crops; tampering with

electrical wiring and pollution of water supplies.

Reports show that abuses of school premises also include theft and looting of furniture, books and building materials; illegal grazing of cattle, growing crops and erecting houses on playing fields, and disruption of classes. In a recent case, a local party secretary from Hubei province, who was director of a clinic, led about 50 men to assault the staff of a middle school because the headmaster would not allow his factory to dig and take earth away from the school grounds.

In Fujian province the authorities are investigating reports that more than 1,000 teachers were beaten up in one year.

A joint circular just issued by the ministries of education and public security on maintaining discipline in schools points out that "idle young people, especially hoodlums and criminals, often force their way into

schools, destroy property and disturb normal discipline". It calls on local authorities and police forces to "take effective measures" to ensure security.

But issuing circulars alone is unlikely to solve the problem of violence against teachers and schools while contempt for education and the teaching profession remains widespread, especially in the countryside where independently-minded peasants often send their children to earn workpoints in the fields rather than to school.

The attitude, now condemned by China's leadership, which prevailed during the cultural revolution, when intellectuals, including teachers, were branded as "evil-smelling people", persists also in the multiple tiers of local officialdom, where education funds are misappropriated and complaints against vandals remain uninvestigated.

It went on to emphasize: "The issue of the oppression of cultural groups—whether political, economic, racial, linguistic, religious or sexual—needs to be a central focus of the conference."

It also sought to "draw attention to the composition of the conference and the background of the speakers and the presenters of papers, which does not adequately represent oppressed cultural groups in Europe..."

In voicing their feelings about the Federal Ministry's policy pronouncements, delegates were much concerned by the anticipated resurgence of the ideas might have in their own countries.

Alan Little

THE TIMES SUPPLEMENTS' REPRINT SERVICE SCHOOL VISITS

In February this year The Times Educational Supplement published a special 16-page feature on School Visits. It gives details on day trips to various museums, the Stock Exchange and historical buildings all round the UK as well as covering Venture Weeks, a 'Do-it-yourself' Europe survival course together with tips on how to make your school visits enjoyable occasions for both pupils and teachers.

This is now available in reprint form, price £1.00 and can be obtained by sending a cheque/postal order made payable to Times Newspapers Limited (no cash please) to Frances Goddard, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX.

Provision level stays the same

There has been no significant change in the level of provision for books, materials and equipment and for the repair and maintenance of school buildings, the report says.

Standards were found to be "satisfactory" in between three quarters and four fifths of the schools visited, which suggests a "substantial proportion of schools with one deficiency or another".

The situation was worst in secondary schools where the inspectors found serious shortages of materials for art, CDT, science and practical subjects in one fifth of the institutions visited. Nearly 60 l.e.a.s. failed to provide sufficient books for their secondary schools.

No progress has been made on clearing the backlog of repair and maintenance work needed to return school buildings to good order.

Tight staffing widespread

In primary school shortages and disparities in staffing were the "key feature" of the inspectors' findings. In the schools visited by inspectors, PTRs ranged from 8.5:1 to 31.0:1.

The report says: "Small rural schools and urban schools in l.e.a.s. which also have a large number of small rural schools, were facing particular difficulties of tight staffing."

Opportunities for teachers to undertake in-service training "improved marginally" but the familiar barriers—lack of supply cover and money for travel or attendance—were still at work.

HMI expresses "particular concern" about the continuing deterioration in induction programmes for probationary teachers.

Despite the attempts l.e.a.s. are making to run services more efficiently, years of cutbacks have left their mark, the inspectors say.

Parents chip in

Parental contributions to the costs of education were widespread, the report says.

Judging by its visits, HMI says that in two schools in three parents are making "moderate to considerable" contributions to the provision of books and materials.

Commenting on primary schools, it says: "There was clear evidence that (except, perhaps, in London) primary schools were frequently dependent on parental contributions, not only for textbooks but to buy books and basic materials."

Although redistribution of resources could help some institutions, in others there were "simply not enough resources".

It suggests that the "continuing stream of parental contributions" is unlikely to remedy such disadvantages. In the run-down schools that need extra money most, parents are often unable to help.

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LETTERS

Alarmed by TVEI

Sir - The report (TES, July 8) that the Manpower Services Commission is to extend the New Technical and Vocational Education Initiative to another 40 local education authorities from September 1984 must be greeted with alarm by all concerned about the quality of educational provision.

Again, there has been no consultation with teachers' unions, i.e. as or even the NUT steering group. Again, an unaccountable body - the MSC - is changing the curriculum from the centre. Its technique is simple and insidious. Only those i.e.s.s who accept a particular view of education (or are prepared to accept that view for financial reasons) will get money. The fact that this decision is announced at the same time as the Chancellor imposes further drastic cuts in public spending can only reinforce the view that the Government's intention is anything but the overall improvement of education. This extension has been announced before the initial - supposedly pilot - schemes have even started. The only interpretation of this is that the Government is unprepared to allow its education policy to be subjected to any meaningful scrutiny and discussion.

If there is a case for a fundamental alteration of the relationship between school and work and unemployment (as I believe there is), then surely those arguments hold for all students. The majority of the NUT pilot schemes are at the outset designed for a particular section of the ability range. As many of us warned, the NUT will be divisive and selective in its operation. The blunderbuss tactics of the MSC are, in practice, preventing the wide-ranging discussion which is necessary.

WILL REESE
163 Duggins Lane
Tile Hill
Coventry

Racist advert

At the time of advertisement in the TES (July 8) is racist. It does nothing to help the many people who are working towards a just society with racial equality.

I find it quite incomprehensible that you can, on one page, show this racist material alongside an article on the formation of an anti-racist policy by the Inner London Education Authority and another on the Schools Council's multicultural education project, led by David Houlton.

I feel that you should ensure that the TES does nothing further to perpetuate racism in any form.

M R MARTYN-JOHN (Mrs)

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No panacea for geography's ills

Sir - The syllabus developed by the Schools Council Geography (16-19) Project, and the accompanying examination, has clearly captured the liking of Hugh Prudden (TES letters, July 1). However, it is important to view these developments in the context of all available syllabuses and examinations in this subject at this level. In addition, it may be noted that this syllabus has some similarities with that for A level environmental studies which has been offered by the University of London GCE Board since 1977.

Currently, the University of London GCE Board administers the geography (16-19) pilot A level examination. This development is a reflection of the board's belief that there is a place for such a syllabus within the totality of A level geography syllabuses available. There have been two operational examinations, in the light of which amendments may be made to both the syllabus and the scheme of assessment. It is possible that the A level examination will be made freely available, on an inter-board basis, to all schools and colleges in the near future, and that it will be



Reluctant Asian children can blossom linguistically if presented with the right books.

Multi-culch

Sir - The admirable Farrukh Dhoody is cross again about "experiments in multi-culch" (TES, July 8). Sadly, primary school pupils can't yet cope with Salman Rushdie or Prawer Jhabvala, but they can expect materials which portray individuals and their heritage in contemporary communities and the wider society. Agreed there is often a self-conscious worthiness in working towards a more harmonious, less bigoted future, but these materials do have the power to help us see the world through other people's eyes - surely a valid goal of both education and literature.

The first step towards creativity is articulation, and anyone who has seen previously silent Asian children blossom linguistically on opening, say, a Joan Solomon book won't be so quick to dismiss the efforts of commercial and local authority publishers. Farrukh "can't" see their spontaneous attraction for the intended readers; simply teachers see this daily, as the embers of experience are fanned into communicative life.

Much of the i.e.s. material has the faults as well as the virtues of being largely drawn up by working parties of teachers, negotiating with their pupils, parents and community "representatives". But the booklets Farrukh puts down do represent real kids in real situations. This "reality" is not surprising; different in Coventry or Bedford, or of Brighton: the journey towards education for a multicultural society has many starting points; many diversions; many modes of transport (including the handcart) and the high horse, but hopefully the same destination.

R J COLLET
3 Dixon Close
Malden
Kent

administered by the London University GCE Board.

At the same time, the University of London GCE Board, like other GCE examination boards, has its own long-standing A level syllabus in geography, which was developed in the mid 1970s, is currently undergoing review and possible adjustment, and is now so highly regarded by schools and colleges that it attracts larger entries each year than any of its predecessors.

What is more to the point, it

Questions that should be answered

Sir - Further to my letter in your July 1 issue welcoming the new "Geography 16-19" curriculum development project, there are some questions (cut from the letter as published) which should be given further thought before coming for the new course:

- 1 Which well-loved topics will disappear, especially in physical geography, for example, the daily weather?
- 2 Man-environment themes are all pervasive: will the student tire of this relation?
- 3 Will the understanding and interpretation of landscape get enough

emphasis?

- 4 Will the work-sheet dominate the study routine or will there be room for chalk and talk?
- 5 Should there not be "Intellectual" as opposed to "applied" modules, for example, the influence of rock type and structure, past climates and sea/land level changes upon landscapes.

HUGH PRUDDEN
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Yeovil
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Training heads

Sir - As an essential purpose of Lyn Gray's my article, "If you want to get a head" (TES, June 24) was to stimulate discussion of what had been a rather neglected area of debate, the responses printed in your letters columns of July 8 are extremely gratifying. While we cannot claim to have polarized our audience, it is instructive to observe how your respondents of July 8 each illustrate key issues in the training of headteachers.

While Julia Reay criticized us for being "depressingly theoretical" - a strange conclusion to reach when we were arguing that there was no current body of validated theory which could direct the headteacher's training initiative, and that is generation group - the type of project which she advocates is an example of the sort of exercise for which we were calling. While there are doubts to be investigated in her approach (job exchange and rotation) and potential i.e.s. and union difficulties, this would appear to be a project worth encouraging, especially where school senior management teams are involved.

It is less easy to discern positive benefit in T B Ashton's self-confessed condescending agglomeration of unsupported statements (this really is an attempt to categorize education as if it were a mechanistic process devoid of values and ethics, with the outrageous assumption that inputs and outputs of education are quantifiable and measurable). "Management" is about the mobilization of resources to achieve a specific aim. The principles involved are the same whether the aim is the manufacture of screws or the development of talents.

It is precisely this sort of blinkered approach to the management of education which encourages headteachers and other practitioners to develop a justified scepticism, or even understandable derision.

Graham B Smith has certainly risen to the bait where he seeks to defend what Lyn and I termed the educational equivalent of weight-watching clubs where heads attend discussion courses and share their fears, hopes, problems and aspirations with their peers.

The teacher education system has signally failed to provide its students with adequate knowledge of the linguistic systems (phonetic, syntactic, pragmatic, etc.). The school curriculum, by pretending that there has been no revolution in linguistic knowledge, has conspired to deprive prospective students of any insight into the range of study available to them.

Teachers of reading and language have endured a double deficit: their training has given them no precise and consistent knowledge about language, and their education has conditioned them not to know that such knowledge exists.

of the syllabus and the setting of the examination papers have always been alive to modern developments within the subject.

There are those who see the dominance of the man-environment philosophy in the geography (16-19) syllabus and examination as narrow, dangerous and misguided, in part because it precludes overt study of man's physical environment per se, and because it tends to preclude large-scale study of areas. In contrast, longer-established geography syllabuses and examinations at this level have tended to take a broader view of the subject, and to have relied on a wider range of and/or-course examination question types, with or without coursework elements.

Developments such as the Schools Council Geography (16-19) Project are, of course, both stimulating and refreshing. Yet they are not to be seen, as the panacea for ills which may be, at least in part, imaginary. BRIAN P PRICE
Geography subject officer
School Examinations Department
University of London

We do not doubt that some benefit derives from these support groups - even if it is only comfort. But, from our own experience of having been involved with many such groups, we are convinced that the benefit is small.

In our article we were calling for training expressed by learning through doing - experiential learning and action research. If one believes that change, and especially attitudinal change, can be achieved by restricted discussion in the comfort of a peer group, and that the change so effected will be sufficient to encourage the types of change for which the training initiative was presumably intended and those which the demands of our changing society require, then one need look no further than Mr. Smith's

review of the evaluation report "Management in Secondary Education" (NICER, 1983) carried by Education of April 15 and not from the report itself.

As author of that report I wish to point out that the evaluation did not seek in any way to assess the programme's impact on schools nor did it report any conclusions on this subject. The evaluation was a formative one designed to provide course organizers with a continual review of the training programme as well as a longer term perspective on same, after heads had returned to school (page 13).

The time scale of the evaluation which ran concurrently with the first two years of the programme was too short to allow for any "product" evaluation. However, in post-conference interviews, heads sometimes let it be known voluntarily that they had undertaken certain activities with a view to the implementation of change or had adopted new approaches to handling certain situations (page 78).

The evaluator did not regard this information as evidence for the success or failure of the enterprise nor was she primarily concerned to report such effects. I should like to refer readers to the report itself for corroboration of these statements.

ANNE O'SHEA
Research fellow
Northern Ireland Council for Educational Research
The Queen's University of Belfast
52 Malona Road
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Impact on schools

Sir - Lyn Gray and Ian Watt mention in their article, "If you want to get a head", that the evaluation of the Northern Ireland Department of Education's management training programme has shown that "there has been disappointingly little impact on the participants' schools". I suspect that this comment derives from a

view of the evaluation report "Management in Secondary Education" (NICER, 1983) carried by Education of April 15 and not from the report itself.

Do in-service discussion courses actually increase a headteacher's effectiveness?

Where the circle is as vicious as this, surely anyone would agree that a revolution is long overdue.

MIKE RIDDLE
Chairman
Committee for Linguistics in Education
Linguistics Association of Great Britain

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Weak evidence

Sir - You quote results from the DES survey of primary schools (TES, July 8) which purport to show that mixed-age classes are a bad idea. In fact, this evidence is very weak.

The DES report does not present a clear definition of mixed-age classes and presents no data for children under nine. Most seriously, no attempt is made in the analysis of the data to allow for the fact that mixed-age and single-age classes could have differed in other respects.

Hence, the fact that attainment is observed to be lower in mixed-age classes does not mean that the age composition of a class affects attainment.

Whenever policy implications are involved in the comparison of groups in education, for example, large and small classes, selective and non-selective schools, it is essential that these groups should be as similar as possible on other variables. Unfortunately, this is often not the case.

IAN LEWIS
RUSSELL ECOB
Radical Statistics Education Group
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London W1

Unseen handicap

Sir - Congratulations on giving front page coverage to "The unseen handicap" - deafness (TES, July 8). However, I should like to sound a note of warning. Parents of deaf children should beware of assuming that hearing aids of the type used in your photograph can allow the deaf child aural experiences comparable with normal hearing.

All deaf children require the best possible hearing aid for their individual needs. Then, depending on the type of hearing loss and many other factors, further measures will be necessary.

For example: a child whose hearing loss is moderate enough to allow him/her to cope in an ordinary classroom has entirely different needs from the pre-lingually, profoundly deaf child whose education is best provided in a school for the deaf which pursues a policy of total communication (the use of sign language and fingerspelling in conjunction with aural/oral methods).

SUSANNE F. TURFUS
Education officer
British Deaf Association
38 Victoria Place
Carlisle

Scientific argument

Sir - In the days when the Schools Council was rather more political, I offered them a small cheap project on "teaching science via purposes that are real to children".

The science panel asked detailed questions and approved. "The committee, however, gave me an interview of approximately one minute. Someone asked me what I meant by *real* and I explained that if a child wanted to build a wigwam, that, to my sense, was a real purpose.

The huge committee seemed to respond with hoots of laughter. Someone muttered about "playing", no one supported me or questioned me further and I was not allowed to explain further.

A silence fell and I realized that I was expected to retire from what to the world was an unimpressive experience. Indeed, two people, not members of the committee, followed me out and expressed dismay at the treatment I had received.

However, when I recovered I realized that a much more important educational idea had been lost at that council. This same idea comes up again in your front page article of July 8.

A massive campaign among major employers to sell the idea that "science will serve your purpose better than physics" is essential if the capital investment in "a major development programme" is to be worthwhile. Obviously it is up to the review group to ensure that the claim is valid; but investment in the development of a major new product without an adequate sales campaign is, to say the least, naive.

PETER PULCHER
Head of science faculty
Arden School
Knowle
Solihull

Checking output on a shoestring

Sir - Your reviewer of *Standards in English Schools* (TES, July 8) was so eager to address the task of discrediting the findings of this latest report from the National Council for Educational Standards that he omitted to tell your readers of what the study reported was a study. It was, in fact, a first study of all the public examination results of maintained schools in England. These full results became available for the first time only last year - as a result of a clause in the 1980 Education Act, a clause which was passed against the total opposition of the NUT and other educational supply-side interest groups.

This once said, the first major question of public interest to arise is why it has been left to the National Council for Educational Standards, a private body operating on a shoestring of private money, to monitor these measures of educational output. Why is this monitoring not being done either within or around the various educational bureaucracies or in one of our many Departments, Schools and Institutes of Education?

Could it be that these more official persons and institutions are not so interested as is the NCES in finding out how more might be learnt, and learnt better, by more pupils?

Leaving the technical issues raised by Dr John Gray to the experts, I will end with a comment on his comment that the NCES findings "flatly contradict" the findings of "the recently published study by the National Children's Bureau". Indeed they do, as the authors of the NCES report also notice. But two of them have already published their review of that NCB work, concluding that the well-publicized findings of the NCB are not sustained by their own data; a conclusion which has, surely, been authoritatively endorsed by my former Reading colleague, Professor Whitley?

PROFESSOR ANTONY FLEW
26 Alexandra Road
Reading

Simple technical differences

Sir - As you say ("Comment" July 8), it is important to air technical differences between the recent National Council for Educational Standards (NCES) study and research findings from other studies which do not show comprehensives as "worse". Though technical, some differences are not hard to understand.

Your readers may not be aware of a major difference between the NCES work and our recent National Child Development Study report which demonstrates no difference between averages for comprehensive and selective schools. We were able to take account of each child's ability and social class at the age of 11, before the start of secondary school. Marks *et al.* on the other hand, had no measure of children's academic ability at 11, and their only indicator of social class was a gross measure of the population of each local authority as a whole (on the basis of which i.a.s.s. were grouped into three broad bands, making, ss

John Gray pointed out (TES, July 8), an even more gross measure. Obviously, schools will vary within an i.e.s., in the mixture of 11 year-olds they receive.

We cannot tell from the figures produced by Marks *et al.* how far the examination results reflect differences between the children which already existed before secondary school. Presumably, the Department of Education and Science recognized the inadequacy of local authority-based measures of social class for investigations of school effects; similar information has been available for years but for evidence on this important question they commissioned our work using the longitudinal National Child Development Study.

JANE STEEDMAN
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Territorial plunder

Sir - To my surprise, I hear increasing murmurs in our neck of the woods of amalgamating the individual science disciplines under the one roof of integrated science.

Trying to put aside one's feelings of territorial plunder in an attempt to see that this really is progress, I have discussed this amalgamation with colleagues - of those who have been in favour there has been no further justification than "I feel it in my water." I am very concerned that, in a vacuum, gimmickry does not become dominant. The present vacuum perhaps being the suspicion that science curricula in the past have contributed to Britain's industrial plight.

If criticism is to be levelled at the teaching of science (and physics in particular) it must be that it has concentrated on theoretical aspects and has failed to make the connection with technology. This, in my view, does not mean that the theoretical side should be reduced but that additional time should be established in the curriculum for technology so that these two aspects enhance each other.

My suspicion of new ideas remains unless logical arguments can be put forward. I would hate to think that integrated science at examination level is pushed along on a bandwagon similar to the open plan classroom campaign in secondary schools which took place a few years ago.

K HUGHES
Head of Physics
Burton Borough School
Newport
Shropshire

Sir - With reference to the Secondary Science Curriculum Review report, *Science Education 11-16* (TES, July 8), after eight years of "broad based science" at Arden, we have no doubt that "the greatest obstacle to change" is not the examination boards and universities but the employers, who use physics as a sieve for reducing the number of applicants for jobs.

A massive campaign among major employers to sell the idea that "science will serve your purpose better than physics" is essential if the capital investment in "a major development programme" is to be worthwhile. Obviously it is up to the review group to ensure that the claim is valid; but investment in the development of a major new product without an adequate sales campaign is, to say the least, naive.

PETER PULCHER
Head of science faculty
Arden School
Knowle
Solihull



Microcomputers: used correctly, a treat for primary school pupils

Data dreams

Sir - Anita Straker's letter about the Microelectronics Education Programme's plans for microcomputers in primary schools (TES, July 1) may cause some alarm if taken seriously.

The idea that there can be no "improper" use of microcomputers in the primary classroom is so naive as to be dangerous. Anita Straker says that she can envisage nothing worse than schools concentrating on a limited range of uses, I regret that I can conjure up a far worse vision with hardly any effort. In my worst case, children are sent to sit in front of a microcomputer and are left to repeat exercise after exercise with the kind of

mind-numbing indifference of which only computers are capable. The machines are used as part treat, part torture for children, where the teacher is sufficiently uninvolved in the use of the computer and the software is sufficiently crude that the child's needs and abilities are ignored by all concerned. At its very worst my imagination creates a nightmare in which many of the advances by primary schools over the last 30 years are set to naught in the name of technological progress.

It is depressing that the mediocre contribution that the MEP Micro Primer pack has made so far is likely to be their best effort if Anita Straker is to be believed.

However, I also have a much better alternative vision of the future. In this dream the microcomputer becomes an integral part of the child's learning. It is a tool for handling data and information which is relevant to the child's experience. It is an open-ended learning environment where the child creates his or her own problems, develops solutions and then assesses and improves those solutions. It is a vehicle for developing language and logic which, with the right software under the aere and guidance of a well-trained teacher, creates learning opportunities beyond our wildest dreams.

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FEATURES

THE FORGOTTEN WORLD

As much of Latin America celebrates the bicentenary of its liberation, Jack Cross looks at the way schools ignore this increasingly important area



Simon Bolívar (above left); South American was past and present and part of Bolívar's future (right).



It may not mean much to students familiar only with Che Guevara, Castro and Evita, or to schoolboys whose knowledge of South America includes little more than the nationality of Oswaldo Ardiles and the fact that Argentina is perditional, but July 24 marks the Bicentenary of Simon Bolívar. Most of the celebrations will be confined to those countries like Bolivia, Colombia, Ecuador, Paraguay, Peru and Venezuela, which owe their independence to The Liberator. If it doesn't go unnoticed in Britain, this is largely due to the activities of the Hispanic and Luso-Brazilian Council, usually referred to by the name of its London base, Canning House.

The centrepiece of the Canning House programme is an exhibition of pictures organized by the Central Office of Information on behalf of the Foreign and Commonwealth Office and open to the public until September 9.

Diplomatic focus has been on Belgrave Square; the Duke of Kent and a number of Latin American dignitaries placed wreaths there, under the Bolívar statue, on June 24. This was the anniversary of the crucial Battle of Carabobo, in which a British Legion (mostly veterans of Wellington's Peninsular campaigns) played an important part.

Sir Geoffrey Howe, the new Foreign Secretary, made one of his first public speeches in connexion with this event. He specifically rejected the notion that it was a "fence-mending" operation after the Falklands conflict. The objective was to re-secure and strengthen existing friendships with the Latin American countries. "It plainly indicates that we attach real importance to our relationships with them and the Bolívar celebrations provide a convenient and agreeable opportunity of making that clear."

Since 1943 the Hispanic Council has been putting on lectures, films, concerts and exhibitions. It has the largest lending library in Britain specializing in Iberian and Latin American affairs. It runs languages courses and sets examinations, offering prizes to pupils and fellowships to teachers and provides the main thrust for Spanish studies in this country. Few in the field, however, believe that Latin American studies are a subject of great importance.

Dr Harold Blackmore, of London University Institute for Latin American Studies, believes our history courses are scandalously Eurocentred or obsessed with our former Empire. "Most of the press refuses to take the region seriously, except when reporting wars or revolutions. The public sees it as exotic and endearing—chairs sitting round under coffee trees."

Any historian looking towards the future should find the case for more Latin American studies irrefutable. "The continent has the world's most rapidly enlarging population and enormous untapped resources. It has strong historical and contemporary links with the USA and Britain. In the 1970s, Brazil's growth rate equaled that of Japan. Latin America is not really part of the Third World; its problems are those of development—not inertia."

A British Overseas Trade Board report says we ought to learn more languages. "Many of

Britain's major customers in non-English-speaking markets... are unlikely to react favourably to an approach made in English... major consequences of our knowledge of the languages and cultures of these countries is fundamental to exporting success." A leaflet issued by the Association of Teachers of Spanish and Portuguese quotes a survey which states that for commercial reasons alone the teaching of such languages should be increased by 350 per cent.

Patricia Semple, head of the Canning House education department, widens the argument. "Latin America provides a lot of good examples of development in association with geography, and of the history of conquest and independence movements. Financially, it is a microcosm of the rest of the world. It has a lot of energetic modern literature; the works of the Nobel Prize winner, Gabriel García Márquez, particularly appeal to intelligent senior pupils." And, of course, the region has been much in the news. "Since the Falklands, people have been discovering how little they actually know about it." This factor can work both ways. Teachers in schools where Spanish studies are well-established have encountered resistance to "learning the language of our enemies."

The Hispanic Council has identified 16 topics which should appeal to 16-19 year-olds. They range from "Discovery and Claims", through the independence movements (with emphasis on British involvement), Perón, the Cuban revolution, to the rise and fall of Allende and a study of the army in relation to the politics of Central and South America. For younger children, they have put on lectures by the producer of BBC's *The Flight of the Condor* and participants in Operation Drake, as well as demonstrations of folk music and dance.

Working parties have analysed examination syllabuses. While Latin America is not yet a separate exam subject, O level history papers frequently include optional questions on Cuba and the missile crisis, on US relations with South America and/or modern developments in the Caribbean and Latin America; London University Board includes this last subject in its A level options.

Geographers can also cover South America in preparing for their regional papers at O and AO levels, though not everyone supports the examination boards' apparent notion that Latin America is an exemplar of conditions in the less-developed world.

All the Boards offer examinations in Spanish, however, and include Latin American texts in their literature papers at A level. Language is obviously the key to wider studies. Writing ten years ago, F J Poppleton observed that most support for teaching Latin American history came from teachers of Spanish. "History teachers themselves clearly regard Latin America as a peripheral area which comes very low on their list of interests."

DES figures show that each year something like 14,000 candidates are entered for Spanish O level and 2,500 at A level. But the numbers are likely to fall as all second languages come under pressure and get squeezed out. Opinions on the effect of this squeeze differ. One specialist HMI says that when a subject turns up as a fourth or fifth year option—sometimes with a one-year crash course to A level to follow—it has to become restrictively linguistic. Ann Scott, of Essex University, has observed, however, that second language teachers on the defensive often widen their courses to encourage enrolment.

The private sector continues to show some interest. Winchester is the only school in the country offering a course in Brazilian Portuguese. On the list of awards made by the

When I was a pupil, English meant written English. Books were read, compositions written and classes analysed ad nauseam. Apart from the occasional debate, or end-of-term *Any Questions* quiz, spoken English was something which happened in the playground or at home—anywhere but in the classroom. I was, in fact, one of the first pupils to take the optional London GCE O level spoken English, but it was emphasized that this would make no difference to our written grade (the one that really mattered). It would simply be an endorsement on our certificates for anyone who might be eccentric enough to be interested.

How times have changed. We live in a society which puts far greater emphasis on our oral resources than our literary. Many of our pupils will never have to write anything of significance after they leave school; they will all have to deal with the spoken word—actively and passively—every day of their lives. No self-respecting English teacher today would deny this: the oral element of English is overwhelmingly and undeniably its most important component.

This being so, it is surely right that oral English should, in some way, be assessed and examined. As members of a society which

judges us in accordance with our knowledge and performance in every field of human endeavour, we surely have a right to an assessment on our achievement in this most basic and essential of all our endeavours.

CSE boards have recognized this from the beginning, and several O level syllabuses have followed suit: the oral component is now, rightly, a significant part of many exams, and those which ignore it have a distinctly old-fashioned air, fossilized in an obsolete age before the telephone or mass media.

Now, with 16 plus syllabuses being devised, the urge towards oral examination is reaching a new universality—something teachers, parents, employers and pupils should applaud.

Yet it is at this point that I find myself enraged, frustrated and hostile. For as any teacher without a vested interest will declare,

oral exams have one significant flaw: they don't work. Whether we use group discussion, individual interview, continuous assessment or whatever, there are so many variable factors dependent on non-linguistic elements and attitudes that a valid assessment is impossible to come by. Year after year, teachers of CSE are alarmed to find a grade 5 pupil emerging as grade 3 after he "chatted up the oral examiner", while less brash candidates freeze to non-communication in interview and so achieve a misleadingly low final grade. Yet even this is false, for the classroom-based assessment where variable atmospheres, disciplinary problems, teacher stability and group dynamics all contribute to an assessment of only limited value.

Now none of this seems to me sufficient reason to jettison oral examinations altogether:

their presence focuses the attention of pupils, teachers, parents and employers on the importance of this most important of all subjects, and that is worth a large number of individual misjudgments and false weightings. But I have received recently a circular from the Southern Regional Examinations Board urging all concerned to insist that the oral grade should be incorporated with other English skills in a single overall-grade for 16-plus certificates. I am alarmed to find this view supported by the National Association for the Teaching of English, though I have not met a single English teacher who agrees. CSE has already proved the misleading nature of such results.

What is needed is a separate oral assessment, as advocated by the Joint Council for the National Curriculum and by vast numbers of silent, busy teachers. In this way, no employer or any

English as she is examined

The spoken word is too important to be included in a single English grade at 16 plus argues Melvyn Elphes

Hispanic Council as a result of examinations in either the languages or general knowledge of South America, the names of Elton, Roedean, Kimbelton and Downside appear with monotonous regularity.

Maintained schools which offer Spanish-related studies seem to be concentrated in particular areas. There is a long-standing tradition in Liverpool and Southampton, probably for historical and commercial reasons. Other clusters appear in Northern Ireland, Yorkshire, London (where the subject is particularly strong) and Cornwall.

At Redruth Comprehensive they introduce about 100 of the less able children to Spanish in the third year and add more capable ones in the fourth; all go on to O level, some to A. Lower down the school they take in a lot of background information so that, in the sixth, they can discuss Latin American history and politics.

The master in charge, Geoffrey Grigg, says, "Subjects like El Salvador are tricky to handle but we use a lot of newspapers and our part-time Venezuelan assistant is able to put a lot of the news into perspective."

In spite of the cuts and the desperately unfavourable rates of South American currencies there are, according to the records of the Central Bureau for Educational Exchanges, 16 such assistants in UK schools and colleges.

ILEA's Learning Materials Service has published its own 12-unit multi-media Spanish courses for beginners. *Claro!* is designed primarily for 12/13 year-olds but has, with modifications, been used from the first to the sixth form. Each unit contains its *Hispanorama* section, which puts the language study into a cultural context. The compilers, Amanda Ralinger and Hetty Soukias, have deliberately drawn upon sources other than mainland Spain. One of the units features the life and times of Simon Bolívar.

Back in 1962 the Parry Committee looked into what existed in British universities which could be called Latin American studies and found very little. At its recommendation to the UGC, five Parry Centres were set up in Cambridge, Glasgow, Liverpool, Oxford and London (Kings). Since then, each has waxed or waned in significance and many other bodies now offer specialized and joint courses.

In a report published by the Hispanic Council, Dr Blackmore gives a lot of space to Essex University's unique contribution to "a community of scholarship between Britain and South America." Essex offers Latin America as one of the regions of study in the School of Comparative Studies in a four-year first degree involving art and architecture, government and economics, history, literature or sociology. In most British universities it is, in fact, a second degree subject.

Ealing College of HE is particularly well known for its combined language/economics/politics/history course. It tends to be Mexico-oriented, as does the one at Portsmouth Polytechnic, which frequently sends its exchange students to work in the Mexico City Town Hall. The Portsmouth course includes topics in Amerindian languages like Quechua, Nahuatl and Guarani.

Teachers in all sectors refer to Canning House as a valuable source of stimulation and resource material. In these tricky times, they are reassured by the Council's non-official status, which means that it can act as honest broker in fostering all kinds of interest in the Latin American world.

other user of the certificate (including the pupil) can give to the oral and written components weightings that are relevant to any particular situation: a combined grade can only represent confusion as to the award holder's relative abilities in different aspects of English.

The argument runs that English is one subject, not two. How very simplistic; science is one subject, not four; life itself is a unity, not a series of unrelated separatisms. Our whole education system depends on the sub-division of the whole into its various parts for greater ease of development and identification. Why should oral English be considered "undervalued" if it is treated in this way? Neither would it lead to unrealistic separation in teaching. English teachers are fully awake to the need to teach unitary English: that need not imply a woolly, all-purpose exam leading to a single, distorted grade.

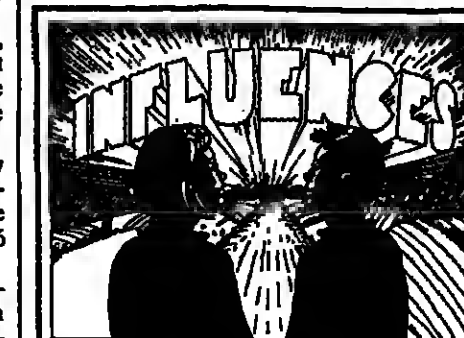
Oral English is here to stay. Let us welcome it and work at improving our techniques of assessment, not bring it into disrepute as a means of distorting otherwise reliable examination results into a meaningless and misleading hotch-potch of invalid gradings.

Dr Melvyn Elphes is head of English at City of Portsmouth Boys' School.

FEATURES

Dear Angela...

There is an enormous demand for explicit information about ourselves and our bodies Angela Willans, the women's magazine agony aunt, tells Hugh David



Influences... a new series in *The TES* about people outside education who may have an influence on the way young people think and act. Next week: Malcolm McLaren, high priest of punk.

In the first three months of this year, Angela Willans told me, she received and answered—precisely 5,615 letters. Well, not personally, you understand; she is editor of the problem page on *Woman's Own* magazine and has a staff of five full-time helpers to do that, but 5,615 letters had been received, 5,615 problems had been sympathetically considered and 5,615 personally-written replies dispatched. Her advice column is the most popular and widely-read feature in *Woman's Own*, easily beating the glossy profiles of Joan Collins ("How do I look so good? I enjoy myself"), the recipes, the knitting patterns and even the fiction. Ninety-six per cent of the magazine's readers look at it; getting on for 500 people a week—60 a day—actually write to it with problems and preoccupations as wide-ranging and various as society itself?

Angela Willans had just received the regular statistical breakdown. She leafed through it, calling out figures. Of those 5,615 letters 78 had been about lack of confidence, an equal number about loneliness. They were the most common subjects. Another 69 letters had described medical symptoms, 49 were sex education queries from young people, 45 concerned stress and nervous conditions, 20 had referred to venereal disease. . . . The list was endless, spreading over several sheets of typescript. Down near the bottom came the less common subjects: 10 letters about premature ejaculation, another 10—including some from male readers—about homosexuality.

A steady 5 per cent of her letters come from men, Angela Willans says—while at least 25 per cent are written by teenagers. She doesn't mind; every one, even if she suspects it to be a spoof, is answered.

A former teacher, one-time shop assistant and canteen waitress, she has been *Woman's Own's* "agony aunt" for 30 years (having previously fulfilled the same function on the old *Daily Herald*) and does not in the least mind the description. Until 1981 she wrote under the *Woman's Own* "house name" of Mary Grant, the longest-serving in a long line of Mary Grants. Now it's "The Angela Willans Problem Page", topped by her photograph, at the back of the magazine alongside Leon Potulengro's "Star-scope" and Dr Michael Smith's "Surgery".

Divorced and with two grown-up daughters, she is an attractive, middle-aged woman. She wears trousers and boots, carries a shoulder-bag and pushes a pair of owl-like glasses up on to her forehead while she is talking. Not so breathlessly free with the "lovers" and "darlings" as her *Woman's Own* colleague Claire Rayner, she is nevertheless equally committed to her work. "When I first started it was all a bit of a giggle," she admits, "but it's changed so much in the last few years."

No more, it seems, are agony aunts just well-meaning do-gooders. The staff of the *Woman's Own* problem page and confidential counselling service liaise extensively with other

helping agencies and attend professional conferences and courses. Angela Willans herself serves on the executive of the National Marriage Guidance Council (the only advice columnist to do so), the board of the National Council for One-Parent Families and the board of the Brook Advisory Centres. The study in her home at Henley-on-Thames is lined with alphabetically arranged box-files of reference material. She chooses one at random: "R" contains information about rape, relations and retirement.

Everything became more professional. Agony aunts and problem pages are now recognized and accepted by other advice and counselling services. And, Angela Willans has noticed, the problems they are asked to deal with have changed too, particularly over the last decade. Yes, she says, she receives more letters from teenage girls these days; and, yes, they're not saying "Should I sleep with my boyfriend?" any more, but increasingly "I am sleeping with my boyfriend—what now?"

It would be unfair and a distortion to say she welcomes this change, but certainly the more morally and ethically complex problem she is confronted with today are of greater interest to her than the sackfuls of "Should I or shouldn't I?" letters she received a decade ago. She describes herself as a humanist (and is a member of the British Humanist Association) and this has a great influence on her work. "I am here to open out problems, not close them in," she says. "It's not my job to supply the full stop and say. Yes, go ahead or No, don't be so stupid. I prefer to try to help people find the answer that's right for them." But she is also aware of the limits of her influence. Her suggested solution, she knows only too well, will either be accepted, purely "because Angela Willans says so", or rejected for exactly the same reason: "that damn old biddy says I shouldn't, so I damn well will!"

Nevertheless, what she calls "situational ethics" govern her responses—doing what honestly seems right in each specific case rather than just applying a dogmatic moral code. "It's not a lot of use telling a pregnant 16-year-old schoolgirl that she's been silly or naughty or wicked. What she needs is help in facing the situation as it stands. I am interested in helping that particular person at that particular minute with the problem that she's in."

It is this reluctance to condemn which has led to accusations that Angela Willans "encourages permissiveness" and "is in favour of sleeping around". Nonsense, she replies. "Girls are going

Teenagers have sex for much the same reasons as adults—for the loving erme, the warmth, the reassurance, the skin-to-skin communication the relief from tension and the celebration of love

Group complain about as much as her honest views about lesbianism, male homosexuality, divorce and many other topics. They claim that she, together with organizations like the Brook Advisory Centres and Clay Switchboard, is undermining the family; and that books she champions, like Jane Cousins' sex handbook for teenagers *Make It Happy* (described in a *TES* review as "wholesome, classless . . . gentle and honest in its intentions") are "obscene", "disturbing" and "disgraceful".

Angela Willans can understand their views, but not sympathize with them. "Their concern seems always to take the form of attempts to control, repress and denigrate what is already being done," she says. In a magazine article last year she went on to characterize what she sees as their stance: "They want sex to be about nice, mature people doing the nice, mature things at the right time with the right person—a middle-class, simplistic, nursery fireside image of sex which has nothing to do with an erect penis or the longing to love and be loved."

It is this which annoys her most. The Responsible Society and her other critics, she believes, are simply refusing to accept the world as it is, the world her correspondents are living in. "Everyone who hears at first hand the cries for help from youngsters in sexual confusion or trouble knows that they don't seek sex because they want to defy their elders or are persuaded into it by 'irresponsible' counsellors, authors and agony aunts," she went on. "Teenagers have sex for much the same reasons as adults—for the loving arms, the warmth, the reassurance, the skin-to-skin communication, the relief from tension and the celebration of love."

The first three words are the most important: "teenagers have sex". It's no use saying they don't—and even worse saying they shouldn't—Angela Willans believes; they simply do and will go on doing so. We have first to accept that and they try to make the best of it—by ensuring that they at least know what they are doing and how best to avoid unforeseen or ill-considered consequences.

Hence, says Angela Willans unrepentantly, her forthright stance and her advice column. "There is still an enormous demand, from people of all ages and at all levels of education, for honest, explicit information about ourselves, our bodies and our minds."

It is particularly important that young people—boys as well as girls—receive this, she believes. "Ignorance, far from keeping youngsters innocent and therefore 'safe', puts them at risk of unlimited exploitation by the better-informed." If she can help to prevent this, she feels, then she is doing her job properly. "We've got to watch over each other," she says, coming back to her liberal-humanist convictions, "because I don't think there's anyone else doing it."



TALKBACK

Heads need examining

BERNARD EMBLEM

Lynton Gray and Ian Walt's *Platform* article "If you want to get a head..." (TES, June 24) discusses some of the general principles to be taken into account when devising courses for headteachers.

I would like to see junior members of staff brought into the debate. They are particularly qualified to comment since it is they who suffer when heads make mistakes.

Gray and Walt rightly suggest that the "improvement needs" of schools should be a major factor in determining the content of such courses. Here

are my suggestions for specific areas I would like to see covered under this heading:

- How and when to contact outside agencies and other schools, especially the support services for children with special needs and the special schools themselves: many heads have had little contact with these agencies, seem unaware of their role, and use their services ineffectively.
- Interviewing and selection of candidates, another specialized area for which there is often no training: areas to be covered would include analysis of references and application forms, criteria for selecting a short list, and interviewing techniques.
- Management of change: each head needs to develop a personal style of leadership, but should do so with an awareness of the likely effects, and of the effectiveness of recognized management techniques, such as group

dynamics.

- Staff training: not only heads suffer from lack of training. Many probationers and newly appointed senior staff are still left to fend for themselves. Heads should be aware of the need to manage training, and should be trained to do so.
- Internal relationships: heads often find it difficult to penetrate the internal workings of their school. Their training should emphasize the importance of good internal relationships and show how to recognize and deal with danger signs such as the early symptoms of stress.
- Self-evaluation: this would include the ability to make objective evaluations of one's own effectiveness, that of other members of staff, and that of the school.

Bernard Emblem is deputy head at Firwood School, Bolton.



Computer diploma

ANDREW FLUCK AND PETER LOUD

The computer is increasingly the tool of everyone from manager to clerk. For every single trained programmer/analyst using a micro, there will soon be 50 to 100 general users who treat it with the familiarity of a typewriter or calculator. It has therefore been necessary to reassess the computer training requirements appropriate to school leavers.

In Milton Keynes the Education-Industry Liaison Committee, made up of senior industrialists and educationalists, has proposed a new diploma concentrating on the application of microcomputers in business. The proposal stems from the training approach of the information technology centres, in which emphasis is given to work-related skills, rather than the traditional academic approach of teaching to exam syllabuses found in most schools. The new scheme of work combines familiarity with particular software packages with an understanding of the general functions they can perform.

The Milton Keynes Diploma in Microcomputer Applications is aimed at the one-year sixth-former. However, we recognize that the structure and modularity of the course may well make it suitable for many other groups. Sixteen to seventeen-year-old pupils should be able to complete the syllabus in 30 to 40 hours of instruction, with a small amount of time for practice on the machines. At the end of the course students should:

- Have confidence in operating micro-computers and associated equipment.
- Be familiar with the terminology associated with the business use of microcomputers.
- Be able to use a variety of micro-computer business packages.
- Be able to select appropriate software to fulfil a variety of business tasks.
- Have carried out a project demonstrating their ability to perform a business task.

Although the format and content of this diploma may seem to be removed from the classroom, schools can get the necessary software for the course for existing computers. For instance, Gemini produces packages for the BBC micro at about £20 each to cover the sections of the diploma. Similar programs can be obtained for the Apple and Pet. There is a broad range of educational software available for the RML 3802, and one can always use a commercial CP/M package.

So far the syllabus has been well received in Milton Keynes and we have had requests from Hants, Lincolnshire and Cambridgeshire for copies. A group of heads of computing from all the city's secondary schools has met, and we are now devising assessment methods for each section. These may include instructor checklists and specific tests, probably resulting in a specimen printout from the microcomputer for each student.

A natural development of the testing procedure could well employ the microcomputer in marking sections of work automatically.

So far six of the eight schools have indicated that they will be running diploma courses this coming year, representing more than 100 students. It has been suggested by our industry colleagues that the scheme would form an excellent basis for a course taken by managers and other staff. We are sure that the diploma could be of benefit in most schools and invite others to participate by commencing work on it using the scheme. After initial development and trials we would hope to obtain suitable national validation.

Andrew Fluck is head of computing at Stonyhurst Campus, Milton Keynes; Peter Loud is head of computing at MK14 GBN and Peter Loud is the manager of the Milton Keynes Information Technology Centre. The Milton Keynes Education-Industry Liaison Committee is based at 15, Stacey Road, Milton Keynes.

New training outcasts

DAVID HUNT

Although the special needs category of student has made the breakthrough from special schools to colleges of FE, some local authorities have only paid lip service to the commitment, and senior college staff can too easily fall back on "lack-of-resources" when accused of not making adequate provision for the educationally underprivileged.

Educationally sub-normal children do not have much to contribute in the struggle for exam kudos; neither do they provide dramatic illustrations of how the handicapped can overcome appalling burdens with hardware provided by a local authority. Their hurdles are the humdrum coping skills, the absence of which kept them in institutions for centuries.

Lack of social skills, fear and ignorance kept them segregated. The educationally subnormal have to leave special schools at 16 when their peers in the real world can

trators lick their lips greedily and prepare to shed the expensive courses paid for by local authorities.

It is a very easy way of coping with directives from their masters to cut back. Courses for the ESN are low status and are consequently extremely vulnerable. The MSC insists on a heavy work experience element in the YTS. With a labour market that has in excess of three million on the streets, it is unrealistic to train the ESN in transferrable skills gained in a work placement.

Even in a stable market with full employment the attitude of employers is likely to be patronizing, because they sense the inability to cope with travel, budgeting and socialization.

The less able first need to learn how to cope with the move away from the special institutions. If they remain at the bottom of the hierarchical pile in the colleges, and fail to meet the criteria of the MSC, much of the philosophy and idealism of the Warnock committee will be destroyed.

It would be a disgraceful indictment on our society if this growth area is stunted.

The media recently made much of a story about traders in a holiday resort who complained of a fall-off in trade, because there were too many handicapped holiday makers in the area.

These patronizing and institutionalized.

There is a real danger, that the MSC's Youth Training Scheme will exacerbate this situation. Whenever MSC talks courses, college admis-

Inadequate interviews

ROBIN DUFF

As a student teacher I have had a number of interviews for jobs. But at none of them has the head of department been present, surely the person to whom the selection of the right candidate is of paramount importance. As a result, teaching methods are not mentioned, and syllabuses are skimmed over.

At my last interview, I was not even conducted round the school by the head of department, my only real contact coming over the school lunch - not the ideal place to discuss our mutual enthusiasm.

Increasingly, potential probationers are aware that not only are they taking on a job, but quite probably a whole career at one school. Yet we are expected to make this vital decision having spent a few hours in the morning being shown round the school, without meeting with the head of department on his own.

On two occasions I have been given the school syllabus on my arrival, and have been expected to read it. Yet the afternoon we are expected to have made our decision. Our doubts are put to one side, as tutors' advice of "take whatever comes" and the fear of losing one's expenses, no mean sum for students if it includes an overnight stay, takes control.

Generally, we are unlikely to be introduced to teachers of our subject or see any pupils' work. We are shown the excellent woodwork facilities (not our subject) and these are given the same amount of viewing time as our own potential workplaces.

My last interview was a disappointment. I quickly realized that the job description in the advertisement did not tie in with the requirements given at interview. However, the successful candidate told me that he had managed to get a job description from his tutor. All those actually interviewed had an address, a map and the original advertisement.

The worst part of the day is the waiting. For an interview of 30 minutes, the candidates are left waiting for around three to five hours. At only one of my interviews was I suggested

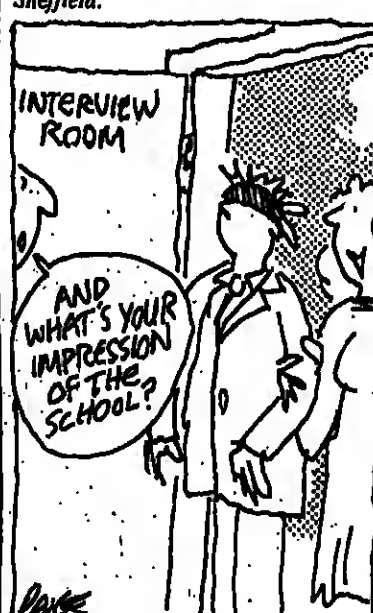
that the candidates could move from the room given, and see the school unescorted - potentially, the most illuminating part of the day.

Every interviewee I have met thinks the system of keeping everybody waiting painful and embarrassing. Neither can it be much fun for the unfortunate who has to break the news to the unsuccessful candidates.

I appreciate the pressing needs of schools to fill posts; I am aware of the job round that goes on, and that candidates can mess schools around waiting for the next one. Yet, can schools not look at more sensitive ways of handling interviews, which might even be more beneficial to them in the search for the right person? Perhaps a system could be devised whereby the candidates have their interview at a specific time, after which they can leave. This would give the candidates an opportunity to look round the area, which is often impossible to do with late finishes and a long trip home.

The following day, those interviewed would call the school (by agreement), to be told either yes or no, with perhaps an explanation as to why they failed. This way there would be less pressure and more time to make sure that any decision made is the right one.

Robin Duff is a student teacher in Sheffield.



Trust the child

JOHN ELENOR

Brian Tyler's review of *Flying Into The Wind* (TES July 1) predictably sided with compulsory schooling. And yet his justifications of it stem from wilful misinterpretation of the content.

He condemns, for instance, "the arrogance, the selfishness, the cruelty and disposition of parents who use their children in this way to express and embody their own discontent with society". What grounds does he have for this condemnation that do not equally apply to those parents - a rather larger minority - who continue to force their children to school despite the appalling illnesses (migraine, eczema, asthma, etc) induced by any

unsympathetic environment, simply in order to conform? What is there in the film to suggest that the Wyatts "using" their child in this way? I remember no indications that Michael was unhappy with the family life-style, or had expressed a wish to go to school, or felt in any way inferior to his school-going contemporaries.

His maladroitness at the things he is supposed to have learned" is an excellent example, paradoxically, of the superiority of his education. In school his lack of success on the trip to the lake would have been castigated and probably scorned by his teacher, who would have tried hard - from the best possible motives - to make the boy ashamed; and Michael, moreover, is diagnosed, like his older sister, as severely dyslexic, a condition in which reading-readiness does not develop until adolescence.

The children whose educational history inspired this film have all learned to read in their teens, with very little difficulty, over a very brief period of time: there is no reason to think that any other severely dyslexic child, treated with the same love and understanding, would not respond in

keep command of the situation (which is natural to the judge can do) and eventually produce a hot bath, dry clothes, and cocoa. How many school-leaving children could have done as well?

Tyler's most important misconception (perhaps not wilful) concerns Michael's reading ability; he declares in fact that "if he had always gone to school he would have been able to read". Doubtless there is (alas) no certainty about this for any child, as the back-to-basics brigade are always reminding us; and Michael, moreover, is diagnosed, like his older sister, as severely dyslexic, a condition in which reading-readiness does not develop until adolescence.

The children whose educational history inspired this film have all learned to read in their teens, with very little difficulty, over a very brief period of time: there is no reason to think that any other severely dyslexic child, treated with the same love and understanding, would not respond in

the same way. It is not certain whether such a child would ever develop enough reading fluency to enable him to become "a solicitor or a doctor"; it is certain that the stress-inducing, continual competitive side-glances, subtle suggestions of failure, would effectively prevent him. It is precisely the "equipping of our children to cope with industrial society" that most schools are failing to do, how can it possibly make sense to condemn a system such as the Wyatts', that develops self-esteem, self-awareness, intellectual curiosity and above all, adaptability? "Follow the child" - or more fundamentally "Trust the child" - has been the cry of every great educator; anyone who has seen it working knows that there is no real alternative.

John Elenor is General Secretary of Education Otherwise, 18 Eytham Road, London N12, a network of parents involved in home education.

REVIEW

Waiting for the frisson

Ludovic Kennedy on television news



Sir Geoffrey Cox

Brian Walden

Sir Robin Day

lack the other.

Although Geoffrey Cox came to ITN with a distinguished record in journalism, his success there was as manipulator and entrepreneur. He was never short of problems - the parsimony of the programme companies, the unhelpfulness of the ITA, coping with the likes of Robin Day and the mercurial news editor, Arthur Clifton.

But he seemed to enjoy it. I see him now, standing in his office, leaning slightly as if under sail, clicking the coins in his trouser pocket, smiling quizzically, containing - and in his clipped New Zealand accent eventually resolving - whatever problem was put before him. (I can also see Robin Day doing a brilliant imitation of this.)

Geoffrey's book is as sunny as his disposition. I never once heard him raise his voice in

my two years with him; nor does he in these pages. If there was anyone in ITN he didn't like or whose work he found wanting, he does not let us know of it. His lively, generous account of those pioneering days will be invaluable for television's future historians; and it is a tribute to his persistence and patience that in the end he was rewarded with the half-hour bulletin at prime time for which he had so long fought.

I wish I could be as complimentary about Michael Tracey's book, because it is well-researched and well-written (though £8.95 for a 157-page pictureless paperback is surely outrageous). But *Weekend World* is not ITN and who, apart from those in it, wishes to be plied with accounts of the internal memos, self-doubts and analyses, gropings towards a policy that characterized this - or any other -

minority programme's formative years? Of what interest is it to be told of the blinding discovery of John Birt, the programme's first editor, that balance of payments, trades unions, wages, etc are all connected, or that language is the only way to deal with abstract ideas? In fact, Mr Birt must have been a good deal more on the ball than as presented here.

A problem aired in both books is the concern shared by Cox, Birt, Jay and many others that television, by emphasizing the visual, can distort or trivialize what is being imparted - that it can, in Birt's and Jay's famous phrase, create "a bias against understanding".

I have never felt much empathy with this view. Because television reaches millions simultaneously, its practitioners have tended to attach to it (and sometimes regrettably to themselves) an importance and influence which it simply does not possess. Essentially it is the most superficial medium, the images on the screen dying as one looks at them, like the ever-changing view from the window of an express train.

It is therefore pointless to try and make television do what it is quite ill-fitted to do, to satisfy the intellect as much as the eye. It is by its nature a medium of sensation rather than thought. For thought we can turn to the daily and weekly papers, magazines, books, the radio, friends. In its coverage of human affairs television may be a jack of all trades; but in exposition it is far more restricted than print.

It would seem that the makers of *Weekend World* have come to believe that by having arrived at their present successful formula, they have somehow succeeded in lessening the emphasis of the visual. But this is impossible: television is the visual. The reason we tune in to Walden and Bragg, Day and Dimbleby, Magee and Miller, is not primarily to be better informed, but because the quality of their minds, the individuality of their approach and the unpredictability of the outcome, make them exciting people to watch. There could be a *frisson* and if so, we want to see it happen. Geoffrey Cox's title is right.

Shorn locks

DAN JONES on Clive James's latest non-novel

Brilliant Creatures. By Clive James. Cape £7.95. 224 02122 2.

Clive James is very self-conscious; but then he has a great deal to be self-conscious about. *Brilliant Creatures* is presented by the publishers as "Clive James's first novel" - the work of a man who was "President of Footlights" at Cambridge. A stranger to James, opening the book at random, might suppose it to be in the not-so-great tradition of young graduates seeking glittering prizes to swing London and then "seeing through" the hollow social scene: it is full of crowded parties, noisy with smart jokes about fashion and high culture. But Clive James is too mature and successful for this boyish sport. He is already famous as a witty television reviewer and performer; he also has a reputation to maintain as a man of letters, a bit of a scholar. But a novelist is expected (in John Fowles's words) either to "sound true" or to "come clean". If not both.

So James has evaded the challenge. Before his non-story begins he offers quotations from Dante, Yeats and Malory. Then there is an Introduction: "This book is my second attempt to avoid writing a novel. The first, called *Unreliable Memoirs*, I got away with by labelling as an autobiography..." When the non-story has finished, there are 30 pages of notes and a 15-page Index, attributed to Peter Barakel. Sir Walter Scott used to attribute his more boring footnotes to a scholar called Dr Dryasdust. But Clive James is no Walter Scott, for he offers no plot, no characters, no point.

The non-story begins with a man called Lancelot Windhorse (and we are supposed to think of a poem by G.M. Hopkins). Instead we may remember P.G. Wodehouse and his character, Lancelot Muller. *Brilliant Creatures* could be thought of as a plotless Wode-

house, dirtied up in the fashion of the sixties. Lancelot Windhorse lashes out at a dog with a bit of carpet stuck up its bum" and Wodehouse readers recall Lancelot Muller's involvement with fighting cats; but those cats had character and their fight had point; the mainpining of the plot. The high-culture allusions and similes are almost Wodehousian; but there are too many and they are too remote. "London!" cries James, "Whose gritty actuality was turned by your windscreen wipers into grisaille fans on which no Mallarmé would ever write a poem or Corcoran paint a pink Arcadian! Look them up in the notes, boys."

Clive James does, however, maintain his reputation as a rigorous critic of other men's haircuts. His television reviews have often resembled a barber's-shop floor, sparkling with shorn locks, rejected hair-dressings. While others admire Bobby Charlton's footwork, Clive James assails his head, seeing the skull beneath the strands. There is one good haircut at the grand parties in *Brilliant Creatures* - worthy of Roy Fuller himself. It belongs to the aply-named Sir Horace Temple-Grey: "His grey hair was so distinguished that there had been talk of giving it a separate knighthood all on its own." But the tone is lowered by the entry of a common photographer; "whose hairstyle, razored to follicle level, resembled a peeled hard-boiled egg which had been dotted all over with a blue ball-point pen". The narrator cannot bear this sort "with the blue-speckled omelette". James is no less severe with another comically-named figure, Dick Toole, an ill-educated gossip columnist who confuses "fluent" with "flout" and "militate" with "mitigate". When not telling tales about the toffs, Toole toots around in his bedroom, sedulously torturing his girlfriend, Miss Ball-Huot. Why is he doing this? Her first name is Dillah. Maybe she gave him a rotten haircut.

Great extinctions

John Gribbin on the death of dinosaurs and stars

The Great Extinction. By Michael Allaby and James Lovelock. Socker and Warburg £10.95. 436 01160 3. The Ultimate Fate of the Universe. By J.N. Islam. Cambridge University Press £7.95. 521 24814 0.

Taking things chronologically *The Great Extinction* deals with the events some 65 million years ago that saw many species disappear from the face of the Earth, and provides a marker in geological time called the Cretaceous-Tertiary boundary. The dinosaurs were among the species that disappeared then, and although the experts debate just how sudden the disappearance was - they had been in decline for some time - the idea that the Earth was struck by a large meteorite which produced cataclysmic environmental changes has recently had a good press. Jim Lovelock, a scientist best known for his concept of the Earth's biosphere as one living organism, Gaia, and Mike Allaby, a journalist specializing in ecological topics, have combined to provide the best popular account of this theory.

However, the authors themselves acknowledge that the story they have to tell is speculative, and that there is no conclusive evidence that a meteorite impact did indeed cause "the great extinction". But the story they have to tell is consistent, coherent and intriguing. It fits all the facts, and if it isn't true, well, it certainly ought to be.

The story is told, a little self-consciously, as a scientific detective mystery. The "body" of the dinosaurs has been found; rare metals in geological strata provide clues; the detectives piece the evidence together; and so on. That doesn't always work, but the profusion of analogies does - "we are considering an object much larger and heavier than Mount Everest, made from solid rock and metal, approaching the Earth at about 20 times the speed of a high-velocity bullet from a modern army rifle". What has happened before can happen again, and the market appeal of the book is surely to make people shiver in their

boots as they look at the sky and wonder if another Mount Everest is on the way. But while seeking their thrills, the readers will also be introduced relatively painlessly to a lot of good science.

Of course, on a cosmic perspective it is all pretty insignificant. So what if we are struck by a blow from space tomorrow? The Universe will go on with or without us. But will it go on forever? This is the theme taken up by Jamal Islam, of The City University, in *The Ultimate Fate of the Universe*. There is no scope here for shivers up the spine, because the threats are too remote. Indeed, we have a more straightforward, unsensational account of the way things could go if left for long enough. How does a star die? Do black holes last forever? Will the Universe expand eternally, or one day collapse into a fireball like the big bang which gave it birth? The chapters, 14 of them plus an Epilogue in under 150 pages, are short and sharp, well-laced with facts and figures; the author's style is pleasingly old-fashioned ("I remind the reader..."). Let us briefly consider... This is just as well, since otherwise it might be hard to remember that this is a book of science fact - or, at least, serious scientific speculation - not science fiction. Readers who enjoyed Paul Davies' recent *The Accidental Universe*, from the same publishers, will find this one right up their street.

So who will read these books? *The Great Extinction* has already noticed up a major book club deal, and will sell well on the general book market, but it is also excellent material in an educational context, combining elements of astronomy, geology, geophysics, meteorology and evolutionary biology in the story of the death of the dinosaurs. If that doesn't convince sceptics that science is fun, there's no hope for them. *The Ultimate Fate of the Universe*, by contrast, is more likely to appeal to serious science students out for a bit of fun than to casual readers out for a bit of science. Each good in its way, and both well-written, but I suspect that my bookshelf is one of the few where they will sit side by side.

ARTS

Below the waves

Whale Music by Anthony Minghella. ITV, July 12. Hard to get. By Marcella Evaristi. ITV, July 19.

"Whale Music" is a record Fran has given her old schoolfriend Caroline. It's the plaintive singing of whales to each other underwater: poignant, somehow doomed sounds, which enjoyed a vogue a few years ago. Caroline, unmarried and beached in a drab bed on the Isle of Wight for the duration of an accidental pregnancy, has a few equally beached girlfriends around her. Their currents of talk, apocryphally excited and listless, crisscross like an endangered species trying to make contact below the waves. The waves are those that affect women's lives and sometimes drown them: unforeseen, unsupported pregnancy, miscarriages, errant husbands, lives sacrificed to babies, rebellious lesbianism. I liked these elegiac undertones that the whale music suggested.

Cutting across all this was the funny, quickfire dialogue between the girls, aware that their different plights were banal, but salvaging some camaraderie and downbeat philosophy on the way. Playwright Anthony Minghella caught the authentically sleazy tone of the kind of women's chat that matches men's bar or clubroom talk - chat that gets realed in periodically from sluggish self-pity by an ironic joko, the thrill of a really ghastly confession, or some blissfully exterior release, like a picnic or n game. Stella, Caro-

lie's temporary landlady. In a rich and bitter-sweet performance by Susan Litterer (tragically to die shortly after the play), is the goodtime girl without the good time. Her records, and probably much else, stop at Jimi Hendrix: she pricks every one's hubbly ("What do you cook? I cook tina and packets"). "Me got a boyfriend? Oh yeah, I keep him in the wardrobe in kit form", and gives two gripping monologues, one about what men have done to her and one about how she has systematically and devastatingly taken her revenge. Any teenage boys watching will have been put off sex for life.

Jane Dole as the yearning lesbian Kate tries to turn the tables on men, but ends up just as much a prey to her emotions. Fran, played by Janet Rawson, buries her head in motherhood clichés, but salvages cheerfulness, and Leonie Mellinger's Caroline, having made the decision to have the baby and then have it adopted, is wistfully and pregnantly interior.

Only D, the boyish heavy metal teenager, escapes the murky waters of comatose female impotence, mainly by sleeping through most things except a fainter. Peter James directed this second and much the best of the three Granada plays about women's lives.

The third, *Hard to Get*, was a painfully pretentious set-piece about two young couples giving each other dinners 10 years apart. Unlike the faultless casting of *Whale Music*, even the casting here was implausible: one of the women, Jess, claims



Leonie Mellinger as Caroline.

she's got "this" when she's a solid lass throughout; the other girl looks "a bit ropey" when her radiant good looks not only bella it, but also invalidate her supposed jealousy of Jess. Difficult to be much more than a poseur with the arch dialogue, but at least the actors could have looked at each other as they declaimed, since the play was all chat, or even better, pretended they were listening.

What about some plays about real action, real narrative in women's lives? It does happen.

Annette Kobak

Black showcase

Creation for Liberation: An Open Exhibition of Contemporary Black Art in Britain. St Matthew's Meeting Place, Brixton Hill, London SW12 until July 30.

Two years on from the street riots of 1981, Brixton is buzzing with a different kind of activity: a major exhibition opened this week in St Matthew's Meeting Place. Conceived by a local organization, Creation for Liberation, the exhibition is intended to be a showcase for work by African, Asian and West Indian artists from all over Britain. Though the selection panel consists of three established black artists - Errol Lloyd, fine artist and illustrator, Leslie Willis, textile designer, and Tom Joseph, painter - their declared aim is to solicit work from outside the traditional institutions of the art world.

What will emerge is hard to predict, since there's obviously a risk involved in dispensing with conventional formal criteria and going for the more intangible qualities of "dynamism, vibrancy and cultural innovation". Yet this is very much in line with the manifesto of Creation for Liberation itself, a group which has been in operation for four years and is now organizing regular open meetings in a Brixton basement. The group sees culture as part of the struggle of the black community internationally for freedom.

While it recognizes the inextricable ties of black culture to this country with the British tradition, it also

diagnoses part of Britain's ills as arising from cultural and intellectual bankruptcy. Creation for Liberation has the ambitious aim of establishing a new intellectual foundation for the social transformation it sees as inevitable, and in which blacks are prime movers.

Recent meetings have capitalized on the presence of one of Trinidad's best-loved poets, Abdel Malek Delaney Decouteau, in London for the Second Book Fair of Radical Black and Third World Books, to introduce him to a local audience. Also on the presence of Mervyn Morris, Jamaican poet and academic, in residence this year at Hull University who spoke of the work of young dub poet Oku Oduora - a Jamaican who, independently, has adopted the style familiarized here by the well-known British poet, Linton Kwesi Johnson. Next in the series will be a seminar during the exhibition, led by Birmingham artist Eddie Chambers. The work of this radical, black and very British artist can be seen at the exhibition, along with painting, collage, drawing and sculpture, much of it submitted by artists from outside London, but all reflecting aspects of the common experience of Britain's black community.

The exhibition, if it fulfils its aims, should be a forceful contribution to the increasing visibility of black culture in this country, and to the undermining of Brixton's reputation as a centre of nothing more than crime and violence.

Jane Bryce

Mixed revivals

The Offshore Island. By Marghanita Laksh. The Old Red Lion Theatre. Street In The Rain. London. The National (Cottesloe) Theatre.

Wyndham's Theatre. The Fawn. By John Marston. The National (Cottesloe) Theatre.

In one form or another revivals are in this week. *The Offshore Island*, written 1954, first produced 1956, comes up for the fourth time in its first London showing. Apart from the worthiness of its theme, and the continuing to see why. We are supposed to be in the kitchen of a West Country farm house, sometime in autumn 10 years after a nuclear war has made Western Europe uninhabitable. Rachel Verney and her teenage children, James and Mary, have survived and developed a lifestyle which combines Hampstead and Highgate sensibilities (Rachel is an architect's widow, the farm was their country retreat) with the earlier instincts of *Cold Comfort Farm* (hints of sibling incest).

Their freedom and security, with that of Martin who represents other survivors, is destroyed by the arrival of soldiers (American and Russian) rounding up "CP's" (Contaminated Persons) on "Operation Neutralization". Neutralization means destroying what had survived: there are "Reservations" waiting for CP's. Incredibly sets in early with the children talking as if what happened 10 years ago were light-years away, and Rachel, distraught because she cannot recall the time by which Joy in Beethoven's ninth. Each voice arguing, cloud with itself in front of a mirror. The play is badly constructed, wordy, weak on characterization. Michele Franklin's direction does not help it.

Tommy Steele's direction of his starring vehicle *Singin' In The Rain* leaves gaps in its construction, awkward joins where last minute cuts were made. Basil Dean's staged revival of the classic musical, though it respects the role of a vaudeville star, is almost entirely random and its successful shift into "talkies" incorporates two films (both too

long); sumptuous Busby Berkeley ensembles; foot-tapping vaudeville routines; splendid scenic effects (as yet spoilt by bad timing); good tunes and a show-stopping solo of the title number by the star.

Sarah Payne (as Lina Lamont), Jeanette Rango (Dora Beiley), Danielle Carson (Kathy) all make a mark, as does Matt Zimmerman (Roscoe). Indeed, the whole cast is highly professional. But the show belongs to Tommy Steele, perpetuating his engaging image as a cheery, Bermondsey cock-sparrer, nudging the audience from time to time to remind them that success hasn't changed him, nor the passing years. He is an undoubted star doing what his public wants: telling them he is still theirs, that they haven't grown older, he is still as good as ever he was and so are they. This mixture as before works.

But not in *Lies, Lies*, described as "freely adapted from *The Magistrate* by Arthur Wing Pinero". Here antique farcical tricks are presented with overblown crudity, acted in a style reminiscent of Redington. Quite what J G Caruso has done by way of "adapting" Pinero's classic farce of a wife who lies to her second husband about her son's true age is unclear. The crude mechanics of the original stagecraft (particularly in Act 1) remain unchanged as does the proliferation of patently "stock" characters.

John Mills worked hard as Pinero, the stunner, magistrate, miking every bit of outdoor business for all its worth, but he looks wretched. (Older heads will remember Alastair Sim's triumphant undraped version.) The rest of the cast (excepting Katherine Kath's energetic "adapted" Madame Bloude) act as if each were saying "this is a rippling bit of comic business, here's a funny voice". Tony Tanner's over-the-top underplayed production looks and sounds as if it is a Broadway try-out, which may be why. Comic Booth is in it. The (largely tourist) audience laughed, alas, it didn't.

Not so the first revival, since its original 1966 production. After its long run, the audience has to work for its rewards. Indeed, the hard to the newly written text, directed at cracking pace by Giles Black, *Lies, Lies* Duke of Ferrara

sands his son Tiberio to woo for him Dulcinea, daughter to Gonzago, Duke of Urbino. She falls in love with Tiberio, and marries him with her father's unwitting help. Unbeknown to all, Hercules observes all in disguise as the fawning flatterer eponymous Fawn. A Masquo, The Judgment Of Cupid, ends the play: celebrating the nuptials, cleaning Gonzago's dukedom of its foils.

Black's sure-footed production, beautifully designed (Poppy Mitchell) and lit (Rory Dempsey), makes one wonder at the play's neglect. Perhaps its time has come round again. The picture of a sycophantic court presided over by a know-all (historically a satirical portrait of James I) has a contemporary Whitehall reference, as does the triumph of the play's women over its sexually arrogant men. Its romantic ending also fits an age in which romantic fiction makes millions. Full of good things - memorable phrases, lovely music, charming dances, delightful acting (especially Basil Henson's Gonzago, wonderfully self-conscious) - *The Fawn* fits the Cottesloe perfectly, transporting us back into the world of the "private playhouse", and is a small treasure recovered.

John James

Young writers can turn the school holidays to advantage by preparing entries for the Royal Court Young Writers' Festival. An interested individual or group under 20 years of age should submit plays by November 19. There are no restrictions as to theme, style or length. The judges will be looking for originality and freshness and their choice of four or five plays will be professionally produced at the Royal Court. Young writers may be inspired by *Primary Source* (£1.30) a selection of plays by 12 to 15-year-olds, available from the Young People's Theatre Scheme, Royal Court Theatre, Sloane Square, London SW1W 8AS. Further information from David Sulkin 01-730 5174.

Next week

Mary Harron on Peter York's *Style Wars*; Robin Buss on Bradford's new National Museum of Photography, Film and Television

ARTS

Excellence and enjoyment

Philippa Davidson at the National Festival of Music for Youth



Enfield Young Symphony Orchestra

more satisfying, being especially composed for the medium; no one could have failed to be impressed by the confidence exhibited by these young people in tackling the music of the future. Aural assault unfortunately marred an otherwise outstanding performance by the Enfield High School Chorus, who chose to place their lead trombones rather too close to the mike. Though their bowler hats and waistcoats didn't really go with their modern jazz number at least they tried to vary their style. Outside favourites: The Jangle Band from Liverpool, a choir which draws its members from the whole school regardless of ability, showing what an inner city school can do with a complex four-part canon such as *Abram Brown*. Acclaim too for the John Ray School for their performance of a specially written piece *The Phoenix*, accompanied by slides of the children's artwork in the form of multi-coloured phoenixes, the Rhythmic harp and percussion ensemble for their award-winning and St Paul's Primary School, Hastings (a regular festival competitor whose early music group also appeared in the chamber music section) for a humorous piece featuring pneumatic drill written by their director Rosemary Fleet.

Music and dance were popular, with Sunnybank Primary School's *Puppet Suite* winning an award. One young member of the audience, however, proffered Wallace Fields Middle School's *City Lights*, doubtless because of its combination of music-hall, jazz and Grease-style rock 'n' roll numbers rather than the obvious story line of little girl coming to big city and becoming disillusioned. The two "fun items" - the Monday Night Orchestra from Bridgnorth and the Stoke Damerel Music Machine (for their names alone they deserve mention) also scored highly with the young audience, with programme ranging from a handbell melody including Brahms's Lullaby to *Monie* (with dance) and *When the Sails*. (With twirling majorettes).

One aspect of the festival sometimes criticized is the fact that adjudicators are required to make comparisons between music in widely differing styles and arrive at an objective assessment. Nowhere was this dilemma more apparent than in the Secondary School Music section, which occupied most of the second day. Though the outstanding award in this class went to a music theatre group from York, on the whole music theatre was unfairly represented in that the acoustic in the Queen Elizabeth Hall tended to prevent us from hearing the story line whether spoken or sung. Thus, all that remains from *Albert H P* (a music hall seaside postcard entertainment) is a memory of an aspidochelone on the table and we were ever quite sure what really happened to Albert in the end. However, many different aspects of secondary music were represented, from the electronic group Triad who, after the longest setting up time of the day (unforeseen problems - not with their equipment but with traffic which prevented them from getting organized beforehand), eventually got wired up and defamed us with a Bach prelude fed through micro computer. Their second offering, *Collage 2*, was

Staford conducting a master class exercise on the King Edward VI College performance of the Schumann Quintet in E flat to show how slower tempi and better balance could contribute to a more musical performance; much embarrassment for the young players but interesting to see a master at work.

Style and presentation were particularly important in this section, and both here and elsewhere many groups chose to make a feature of these aspects. Usually this was to good effect, as for example the Kinloch Waits from Aberdeenshire whose Renaissance costumes enhanced their professional performance (from memory) of a selection of dances and ballads of the period. Less successful perhaps was the Pergolesi *Stabat Mater* performed by bewigged ladies and gentlemen in costumes left over from a recent school production of *Cost of Sin*.

Style was also a feature of the Big Band evening, though drumming acrobatics at the expense of rest of the ensemble are naturally frowned upon. Nowhere was the enjoyment of music-making more apparent than in this section, the whole evening expertly staged by Radio 3 presenter Peter Clayton, who introduced the soloists and discussed the music in the intimate manner usually adopted by jazz enthusiasts intent on excluding the uninitiated from their club. These bands, though sometimes criticized for sticking too closely to the big band repertoire of the forties and fifties and likewise to the notes on paper at the expense of improvisation, not only provided the biggest splash of colour in the Festival but also a wealth of musical performances: the punchy *English No 2* (North York E.A.S.S. Band) and the disciplined *Toké de la Train* (Midland Youth Jazz), the wistful *Chelsea Bridge* and the thoughtful *Checking the Cell Structure* (Doncaster Youth Orchestra). The best of these bands demonstrated that big bands don't have to make a big noise to be beautiful. A pity that in a festival where jazz was a major feature the smaller jazz combos numbered only four and performed concurrently with the secondary schools' music, thereby attracting only a small audience of young people in search of a little light relief.

In a festival of these proportions there were inevitably some surprises in the junior chamber music section: a trio of eight to nine-year-olds found their way round a Haydn trio with astonishing competence; in the older age group a guitar trio who had only narrowly won through to the finals played a specially commissioned work by Alan Ridout and received special acclaim; the Big Band section was won not by a band but an instrumental/vocal group, Enigma, performing a new work *Beauty and the Beast*, which, as well as traditional jazz instruments, also made use of synthesizer and electronic keyboard. Another encouraging sign was the number of first performances of specially commissioned works, some of which have already been mentioned. It is of course difficult for publishers to produce material for a class ensemble consisting of recorders, synthesizers and percussion, or for that matter any

non standard combination of instruments, but there are obvious signs that schools are casting around for music that is a change from *Jericho*, Selber's *Three Hungarian Songs* (heard three times) and *Sing a Song of Sixpence* in the style of Handel (heard three times). None the less the publishers' exhibition attracted serious business as well as casual browsers and aspiring brass players "having a go".

Much of the rehearsal and practice for the festival takes place out of school, though the initial impetus to learn an instrument or join a choir starts in the classroom. Perhaps the event is prevented to the end from being totally representative of what goes on in the classroom because of its competitive element, which can lead to the schools where music is of a particularly high standard turning up year after year and entering for different categories. (This is not to say that both children and teachers do not enjoy seeing a seeded group toppled by an outsider.) Apart from the stylish

Ocho Rios Steel Band resplendent in their red and pink carnival costumes non European music was not prominent which, when one considers the innovative work going on in this area in our primary and secondary schools, is perhaps an omission. Even pep and electronics were not widely covered, though it could be argued that to do justice to the developments in this field the festival would have to take on a rather different character. Junior music arises out of the excellent work going on in our infant schools yet only one infant group took part. A harp ensemble playing a Corelli concerto delights our ears, handbells have novelty value but a production such as *Gala - goddess of the earth* (Blanchington Hill School, Here), albeit a shade overblown, at least has the merit of making our children think about the nuclear question and involves 130 children rather than a select few. (Team effort was rewarded in the Choral section where the Holmfrith School was commended for its performance of the history of the Isle of Man in costume, drama and music.) It was left to the Stoneleigh Youth Orchestra to round off the three-day music marathon with a magical performance of Stravinsky's *Firebird*, which more than deserved its standing ovation.

On the evidence of the 1983 festival music is still very much alive in our schools and out of them, despite Government attempts to sabotage peripatetic teaching; the contribution made to its survival by the generosity of parents, initiative on the part of the young people themselves and efforts of organizations such as *Music for Youth* cannot be overstressed. It may be an even harder task to ensure that music continues as a curriculum subject.

The National Festival of Music for Youth is sponsored by The Association of Music Industries, Commercial Union Assurance, The Arts Organisation and The Times Educational Supplement and presented by Music for Youth.

Eastern Arts, with the assistance of Laurence Stalg, have for some time been in the forefront of developments on the literature-to-the-people front. From next Wednesday to Saturday they will be sponsoring Britain's first writer's residency in a shopping centre, Ian McMillan, John Turner and

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Applicants must be a

**Community Home
and Associated
Institutes**

Education

Subjects

plus £1,056 CH(E) Allowance,
CSE Level Allowance, plus
Age Allowance.
Leave post from 1st September,
if afterwards.
Teachers, preferably capable
of CSE level. The person
is a small group of boys aged
will be obliged to undertake an
week Extreme Duty in the
may be available. Located
campus life. A formation of
will be
at the
Grave
an informal Hall for
Director of Social
London E18 1HR,
Telephone number 193.

NEW

STAFFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT YOUTH AND COMMUNITY SERVICE

JNC £3,485-£8,415

Applications are invited from suitably qualified candidates for the post of Youth and Community Worker at the Biddulph Youth and Community Centre.

The town of Biddulph lies between the City of Stoke on Trent and the Cheshire border and is close to the Peak District National Park. The Youth Centre has a high active membership and has the support of additional part-time assistant staff taking full responsibility in outdoor activities, local youth affairs and wider community provision.

Application forms and further particulars from The Chief Education Officer, Staffing Non-Teaching Section, Education Office, Tipping Street, Stafford. Closing date two weeks after publication of advertisement. All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union.

COMMUNITY HOMES recruitment

Other Appointments

LANCASHIRE COUNTY COUNCIL

EMPLOYMENT OPPORTUNITIES

YOUTH AND COMMUNITY SERVICES

YOUTH AND COMMUNITY SERVICES

YOUTH AND COMMUNITY SERVICES

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COMMUNITY EDUCATION SERVICE

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SMALL SPECIALIST TRAVEL COMPANY (registered as a charity)

operating South East London and interested in the genuine educational aspect of school journeys, invites applications for the post of:

SCHOOL LIAISON OFFICER

This could be a part-time post, challenging and rewarding, for a recently retired, or ex-teacher with experience of foreign travel or courses for pupils and students. Some knowledge of modern languages would be an asset. Salary to be negotiated.

Applications with brief CV to:
The Chairman
236 South Norwood Hill
London SE25 6AZ

Royal County of BERKSHIRE

AREA CAREERS OFFICER

Applications are invited from qualified and experienced careers officers for the post of area careers officer for Bracknell following the promotion of the present officer. The Area Officer is part of the management team of the county service and will be responsible for the development of work in an expanding area. Computerised systems have been introduced in the county. Assistance towards removal costs etc may be available.

Further details and application forms (enclosing SAE) from Director of Education (C), Shire Hall, Shindfield Park, Reading RG2 8XE. Closing date 5th August 1983.

Berkshire County Council is an equal opportunity employer and all applicants will be considered solely on the basis of suitability for the post irrespective of race, colour, sex, mental status or disability.

Leicestershire ASSISTANT DIRECTOR OF EDUCATION

(SCHOOLS)

£10,527 - £17,889 p.a.

This post (vacant on retirement and available from 1st January 1984) is open to qualified teachers with good teaching experience. Applicants should be graduates with 15 years administrative experience. The post will carry responsibility for all aspects of Special Education and the 1981 Education Act and for certain other matters concerned with primary and secondary education. The salary scale is related to J.M.C. Child Officers' scales. Assistance with removal expenses in approved cases. Essential car user allowance.

For further particulars please telephone 0533 871313 Ext. 7177. Apply (no form) giving full details, curriculum vitae, names and addresses of two referees and enclosing a.s.s. to the Director of Education, County Hall, Glenfield, Leicester LE5 8RF by 8th August.

EQUAL OPPORTUNITIES POLICY
Applications are welcome from suitably qualified and experienced people regardless of race, ethnic origin, religion, sex, marital status or disability.

SHEFFIELD EDUCATION DEPARTMENT

Careers Service, AUEW House, Furnival Gate, Sheffield 1

SENIOR CAREERS OFFICERS (Specialist Functions)

(3 Posts)
Scale £10,197-£19,122.12

The Education Department is seeking to enable the Careers Service to carry out its responsibilities under the Youth Training Act 1981.

They are currently seeking to recruit individuals with experience of working in schools and colleges, and with unemployed young people. The successful candidates will be based in the Education Department, and will be responsible for the management of the Youth Training Scheme.

Applications should be made to the Youth Training Scheme Officer, County Hall, Sheffield 1, by 10th August 1983.

Further details and application forms are available from the Youth Training Scheme Officer, County Hall, Sheffield 1, by 10th August 1983.

ADMIN LEA cont.



Buckinghamshire
Education Department

Principal Administrative Officer (Schools)

Scale: PO3 (£11,364-£12,738 pa)

Applications are invited from persons with suitable qualifications, preferably with administrative experience within the Education Service, for the post in the Education Department at County Hall, Aylesbury. The Schools Section comprises 35 staff and the officer appointed will be responsible to the Senior Education Officer (Schools) for the overall administration of the Section. There will be particular responsibility connected with meetings of the Schools Sub-Committee and its Panels and administrative support to the professional staff.

100% removal expenses, lodging allowance and assistance with legal expenses payable in approved cases. Further details and application forms from Chief Education Officer (G1), County Hall, Aylesbury HP20 1UZ, on receipt of a.s.s. Completed applications to be returned within 14 days of the appearance of this advertisement.

NATIONAL FOUNDATION
FOR EDUCATIONAL
RESEARCH IN
ENGLAND AND WALES



Test Development Unit Research Officer

Applications are invited for the post of Research Officer in the Test Development Unit. The person appointed will be responsible for the development of new assessment materials principally in the area of mathematics, although other attainment and ability tests may also be involved. The responsibilities of the postholder will include item writing, test construction and standardisation. Qualifications should include a first degree in either Mathematics or Psychology (or related Social Science) and a knowledge of psychometrics. Good numerical skills are essential and recent teaching experience would be an advantage.

The appointment will be for three years in the first instance from 1st September, 1983, or as soon as possible thereafter. Interviews will be held on Wednesday 10th August, 1983.

For application form and further particulars, please apply to Mrs P. P. Harris, Personnel Officer (quoting Post No. TD002), National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough, Berkshire SL1 2DC, Tel: Slough 74123. Closing date for return of completed Application Forms, no later than Thursday 4th August, 1983.

Assistant County Education Officer (Finance)

£17,193-£18,729

This is a new Senior Management post which carries responsibility for financial advice and management throughout the Education Department.

Applicants should have appropriate accounting qualifications and experience together with a commitment to the aims of the education service. The appointment will be with effect from 1st January 1984.

Application form and further details from Head of Manpower Services (Ref: MSD/107), County Hall, Kingston upon Thames, KT1 2DN. Tel: 01-546 1050, Extn. 3577. Closing date: 19th August, 1983.



SURREY
COUNTY COUNCIL

EDUCATION DEPARTMENT CAREERS SERVICE

CAREERS OFFICER

(Unemployment Specialist) A.P. 3/4
£6264 - £7896

Applications are invited for the post of Careers Officer in the Authority's Careers Service. Applicants should preferably be qualified Careers Officers but persons with relevant qualifications and experience may be considered for this appointment.

The Officer appointed will deal exclusively with the needs of unemployed young people and the duties will involve considerable contact with employers and sponsors of schemes and projects under the Youth Training Scheme.

Application forms and further particulars may be obtained from the Personnel Officer, Town Hall, St. Helens, to whom completed applications should be returned by Friday 5th August, 1983.



EDUCATION DEPARTMENT General Educational Adviser: SPECIAL NEEDS -

Soulbury Scale equivalent to Burnham HT Group 6/8
(£14,992-£17,220)

There is an important and challenging post in the Education Advisory Service. In addition to having a pastoral responsibility for at least two groups of Primary and/or Secondary schools, the person appointed will have particular responsibilities relating to the Local Education Authority's policy on SPECIAL NEEDS in schools and other educational establishments.

In addition to possessing a relevant teaching qualification and having a number of years teaching experience, successful applicants should be able to demonstrate a detailed knowledge and understanding of their specialist field. Experience of working in a multicultural area would be an advantage. Further details and application forms may be obtained from the Chief Executive, Town Hall, East Ham SE 20P (tel: 01-471 0610 - 24 hour answering service, quoting reference ASC/GEA 1). CLOSING DATE 5TH AUGUST.

LONDON BOROUGH OF NEWHAM



PRINCIPAL CAREERS OFFICER

£11,364 - £12,738

Applicants should possess varied professional experience, have exercised administrative and managerial responsibilities at a senior level in a Local Authority Careers Service and be able to offer dynamic leadership to a professional team in a recently restructured Careers Service.

Re-location expenses in accordance with the Authority's Scheme will be payable in appropriate cases.

Application forms and further details from the Director of Education, Municipal Buildings, Cleveland Street, Birkenhead, Merseyside (051-647-7009 ext 368) returnable by 8 August.

Superintendent Education Welfare Officer

£9,060-£9,680

For this post, based in Exeter, we are seeking a suitably qualified person to lead a team of seven Education Welfare Officers in the East Devon area. You will also be required to give support and advice on training and associated matters for the Education Welfare Service in the Authority as a whole.

Application form and further details (a.s.s. please) from Chief Education Officer, County Hall, Topham Road, Exeter EX2 4QG. Closing date: 8th August 1983.



WILTSHIRE COUNTY COUNCIL Education Department Careers Service

Appointments within a lively and innovative service in an attractive part of the County.

CAREERS OFFICERS

(2 Posts) North East Wiltshire - Swindon
Salary Scale 4/5/6 £8,264-£9,712 pa

1) A permanent full-time post - reference E83/294
2) A temporary full-time post whilst a member of staff is on maternity leave - reference E83/295

To undertake duties of vocational and educational guidance, counselling and assessment with pupils, students and other clients using the careers service. Candidates should possess the Diploma in Careers Guidance or its equivalent.

TRAINEE CAREERS OFFICER

Reference E83/298
Trainee Grade - £2,703-£5,403 pa (Minimum age 21 or 24, 2000 pa)

A background or interest in vocational guidance and the counselling needs of young people is required. The successful applicant will be required to undertake a one year full-time course of study for the Diploma in Careers Guidance, offered by the Local Government Training Board. Entry to training will normally require graduate qualifications or their equivalent.

Application form, full details and job descriptions for all posts available from the Chief Education Officer (a.o. J. M. Leigh - Staffing Group), County Hall, Trowbridge BA14 8JS, Tel: Trowbridge 3641, Ext. 2454. Please quote appropriate reference number. Closing date 3rd August, 1983.

Suffolk County Council Education Department

ASSISTANT EDUCATION OFFICER

(PERSONNEL)

Post E.102
£13,395-£15,033 per annum

Applications are invited for the above key post in the Support Services Division of the Education Department. The post holder will act as the department's personnel specialist across the whole spectrum of personnel work including industrial relations matters, particularly with the formulation and implementation of personnel policies affecting non-teaching staff in 450 educational establishments throughout Suffolk. In addition, the postholder will be responsible for a number of administrative matters including the co-ordination and drawing up of reports to the General Purposes Sub-Committee.

Applicants must have had at least five years experience of local authority personnel work at a senior level and hold a relevant final qualification.

Application forms and further details may be obtained from the Chief Education Officer, County Hall, Grimwade Street, Ipswich IP4 1JJ.

Closing date: 12th August, 1983.

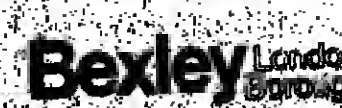
ASSISTANT PRINCIPAL CAREERS OFFICER

£10,542-£11,136

We want a qualified careers officer with some management experience to supervise the work of two small careers service teams concerned with Information Services and Higher & Further Education. Each of the teams is led by a Senior Careers Officer.

The Careers Service in Solihull is centralised in modern offices in Selly Oak and the Council has recently expanded the Service to include 16 careers officers. This post is one of two Assistant Principal Careers Officers who, with Principal Careers Officer, make up the management team co-ordinating the Service. The postholder, who also oversees the administration of the Centre, will retain a small caseload and will be involved in the in-service training of other careers staff. Certain information systems have been computerised so the successful candidate will be expected to have an interest in computerisation, though no previous experience is required.

For an informal discussion please telephone Miss J. Marriott MBE, Principal Careers Officer, on extension 2233. Application forms and further information from the Educational Service Secretary, Town Hall, Crayford, Kent DA1 4EN. (Tel: 01-303 7777, Ext: 542/443). Closing date 8th August, 1983.



Senior Education Officer

Reporting to the Deputy Secretary-General and working closely with all the departments of the Arts Council, the Senior Education Officer is responsible for the implementation and development of the Council's Education policy.

This work takes a number of different forms and includes varied contact and involvement with many organisations and individuals in both the arts and educational fields.

The successful applicant will probably be someone either working in the arts who has experience of educational involvement or an educator who has extensive knowledge of the professional arts. Commitment, calmness under pressure and an ability to communicate with people at all levels are essential requirements. Salary on a scale from £11,329 to £13,768 per annum.

For an application form and job description, contact the Personnel Department, Arts Council of Great Britain, 108 Piccadilly, London W1V 0AU. Tel (01) 928 9498 ext 256. Closing date for receipt of applications is 12 August 1983.

- An Equal Opportunity Employer -



Careers Officers

(2 Posts)
£7,191-£7,896

Required in the Plymouth area. For one post we are seeking a qualified Careers Officer whose duties will cover the full range of work in schools, colleges, with employers, YTS and the unemployed. For the second post we need a qualified and experienced careers officer. This post is funded by the Department of Employment. You will advise and assist unemployed young people and those on YTS and CP schemes including placing people onto YTS and helping those leaving. Negotiation and liaison with MSC managing agents and others in connection with YTS will be an important feature of the work. Current driving licence essential for both posts.

Application forms and further details (a.s.s. please) from Chief Education Officer, County Hall, Topham Road, Exeter, returnable by 8th August, 1983.

DEVON

Administration General

GLOUCESTER
THE WILDFLOW TRUST
SCHOOL

Private Residential School. Middle aged, experienced, and enthusiastic staff. Age range 10 to 16 years.

HOUSEFARNT. For qualified teachers and experienced staff. Salary scale £8,000 to £12,000 p.a. plus pension and other benefits. Applications should be sent to the Headmaster, Wildflower Trust School, 100, Gloucester Road, Gloucester, GL1 2JH.

Applications by fully informed letter and curriculum vitae plus date of birth and references to the Headmaster, Wildflower Trust School, 100, Gloucester Road, Gloucester, GL1 2JH.

Child Care

SUFFOLK
BRAMFIELD HOUSE
SCHOOL

Private Residential School. Middle aged, experienced, and enthusiastic staff. Age range 10 to 16 years.

HOUSEFARNT. For qualified teachers and experienced staff. Salary scale £8,000 to £12,000 p.a. plus pension and other benefits. Applications should be sent to the Headmaster, Bramfield House School, 100, Suffolk Road, Suffolk, IP1 2JH.

Applications by fully informed letter and curriculum vitae plus date of birth and references to the Headmaster, Bramfield House School, 100, Suffolk Road, Suffolk, IP1 2JH.

Education Psychologists

STOCKPORT
EDUCATION
PSYCHOLOGISTS

Applications are invited for the post of Education Psychologist. The successful candidate will be responsible for the provision of psychological services to schools and other educational establishments in the Stockport area.

For an informal discussion please telephone Miss J. Marriott MBE, Principal Careers Officer, on extension 2233. Application forms and further information from the Educational Service Secretary, Town Hall, Crayford, Kent DA1 4EN. (Tel: 01-303 7777, Ext: 542/443). Closing date 8th August, 1983.



CRAWLEY INFORMATION TECHNOLOGY CENTRE requires a

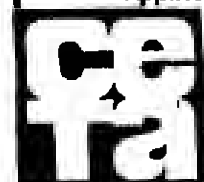
MANAGER

to Supervise training staff and create a viable Training Centre in Computer and Communication Technology

QUALIFICATIONS
Industrial experience in this field
Teaching experience an advantage.
Preferred age 28-30 years
with a Degree in relevant discipline.

SALARY
Circa £12K - Limited housing assistance may be available.

Applications in writing including CV to:



CRAWLEY TRAINING
ASSOCIATION
Maxwell Way, Crawley
West Sussex RH10 2SF
Tel: Crawley 34801 37353/4

MICROELECTRONICS EDUCATION PROGRAMME MANAGER (Software)

Applications are invited for the post of Manager (Software) under the DES Microelectronics Education Programme.

The Software Manager will be responsible to the Deputy Director (Curriculum Development) for the management of a small self-contained unit to support the regional and national work of MEP in software development.

The Programme has recently been extended until March 1986, and because of increased responsibilities it has been decided to create this new unit. Likely locations could be in Cambridge or Newcastle upon Tyne.

A requirement of the post will be to visit projects throughout England, Wales and Northern Ireland.

A high standard of practice in both computing and education is essential and ideally the applicant will have experience in software production or publishing.

Employment will be for a fixed term ending on 31st March, 1986. Secondment from an existing post will be considered. Salary in the range £12,000 to £16,000.

Applications by letter (no form) to:
The Office Manager,
Council for Educational Technology,
3 Devonshire Street, London W1N 2BA.

Closing date 29th July, 1983.

sandwell Metropolitan Borough Council

An Equal Opportunity Employer

SOCIAL SERVICES DEPARTMENT

MANAGER

INTERMEDIATE
TREATMENT CENTRE

(Ref: 438)
Grade SO2 £9,945 to £10,539

3 GROUP WORKERS

(Ref: 439)
Grade SO1 £9,060 to £9,680

The Department is committed to the continuing development of Intermediate Treatment as an important aspect of its child care strategy.

A new Intermediate Treatment Centre will open shortly in the Northern Division of the Borough. (A Manager and two Groupworkers are required).

Applications are invited from qualified social workers, teachers or youth workers with significant experience in groupwork and delinquency management. An interest in and aptitude for remedial education and/or computer education would be useful for one of these posts.

For informal discussion ring Philip Gibson, Intermediate Treatment Officer on 021-658 2199.

A groupworker is also required at the existing Centre in Smethwick. For informal discussion telephone Hugh Robertson, Manager on 021-658 2843.

Closing date 12th August, 1983.

Requests (quoting appropriate reference number and enclosing a.s.s.) for application forms should be made to the Personnel Officer, Town Hall, West Bromwich B70 8DX. A Union Membership Agreement is in operation. Canvassing of members of the Authority will disqualify.

PERSONAL

The school year has definitely ended; so has the university year. A lot of people have left their schools or their universities for the last time. The actual moment of leaving has probably been unemotional: the end of the school year tends to be a chaos of examinations, of not knowing quite whether you have to be at school or not, of returning long overdue library books, of feeling that no one cares much now whether you live or die.

Leaving university is much the same. After the last examination paper is written, apart from the exhaustion and anxiety, there is the appalling problem of clearing your room, arranging the transport of your accumulated possessions, paying your bills, doing your washing and getting back your record player from the person you lent it to when you thought you were in love with him. It is all too fraught for more than a passing reflection that you are moving on from one stage to another. Let's tidy this up, and get it over.

But all the same, school and university are prime causes of emotional

nostalgia, or at least they used to be. "Forty years on, When of a sudden": that has been a powerful image. People still come back in considerable numbers to Oxford Gaudies, telling the unexcited residents in muffled tones that this was the very room in which they gave their first party, or through whose window they vomited all those years ago. The recent Rhodes Scholars' reunion showed the deep pleasure people have in such things. Meeting, if not old friends, then at least old look-alikes, they were enchanted.

Nothing is so liable as this kind of reunion to be called sentimental. I have been puzzled for a long time about the exact nature of sentimentality. At school, being deeply in love with the Latin mistress, I was aware even then that I was open to this charge. But I did not know precisely what it amounted to nor how to defend myself against it. I just had to make a sharp distinction between home emotions and school emotions.

Sentimentality is generally held to be a kind of falseness, a species of deception. I did not feel false. It is



Mary Warnock

sometimes defined as indulgence in an emotion disproportionate to its object. But the object of my emotion seemed nearly divine, for whom no worship could have been excessive. It is perhaps the indulgence in an emotion without practical commitments, experienced, as Oscar Wilde put it, by someone not prepared to pay the price. But I would have been prepared to make any sacrifice, only none was called for. In any case why should every emotion have its price? If I like to sit at home, sobbing and crying over the *Winterreise*, or indeed a story in *Woman's Journal*, what wrong do I do?

But perhaps it is because sentimental feelings are intrinsically impractical that we feel called upon to condemn them. They are false not because they deceive anyone, but because, if action were required, the feeling would melt away. Absence makes the heart grow fonder, and absence can be not only geographical but temporal. What is in the distant past, or indeed the distant future, carries no present responsibilities. Nothing has to be done about it. If, thinking sentimentally of my old college, I summon my solicitor and rewrite my will in its favour, perhaps my feeling ceases to be properly called sentimental.

It remains to be seen whether the present lot of lovers are less sentimental than their predecessors. I suspect they may be. College Gaudies may be less well-attended in future. This is partly because there will be more women, not temperamentally given to such get-togethers. Involved in the proceedings as years go on. But, more fundamentally, people now do not much trust emotions, unless they are directed to the immediate present.

The growth of the nostalgia industry does not really contradict this, for the past thus invoked is a present fashion rather than a true past.

Whatever may be true, in any case, of the pleasures of recollection, it is certain that people get less pleasure than they did from things absent because yet to come. I could, as an undergraduate, buy a bun and carry it back from the shop, looking forward all the way to eating it. Now undergraduates have hardly left the shop before they eat the bun, however inappropriate the circumstances.

Anticipation is the flip-side of nostalgia, and people don't go in for it as they used to. Perhaps the present generation of undergraduates mistrust all long-lasting emotions, on the ground that these may turn into sentimentality, or may continue to be cultivated for their own sake, where the proper object has gone.

I can understand this fear, but it suggests a bleak world. I'd rather have the old school song, and the old girls' reunion, even at the price of a certain absurdity. They are, after all, the most harmless of all pleasures.

FESTIVAL DIARY

"I don't know who they are, but they are all painted green and very Welsh!" squawked the Director's personal radio as he sat talking to me in the foyer of the Royal Festival Hall on Saturday before the start of the third and final day of the National Festival of Music for Youth. The mysterious green Celts, it transpired had de-bounced with *hwyf* into a place where someone was trying to put together enough silence to tune a harpsichord. They should hire the chap who tunes our school pianos. He has been known to do this during a lunch-time, with all the kids in school - a feat of the ear equivalent to identifying species of gnats by their footprints.

Mind you, young people invading space is what this festival is all about. It has made year by year an ever strengthening assertion of the right of access by youth to a part of the cultural universe which once upon a dim time was the exclusive preserve of adults, and to which children were only admitted on the basis of a somewhat Mickey Mouse-style contract.

The youngest person at the festival must have been Alexander Hanks, aged just three weeks. Although he was not actually performing - in the conventional sense - his mother certainly was, as conductor of the choir of Lytham St Anne's High School. In addition to the various choral trophies which she has gathered up, Barbi Hanks, Hanks, Hanks, really ought to get a cup from the DBS for the shortest maternity leave on record. I never quite worked out how long she was away, but so far as I could tell she only missed two weeks of choir practice. When I saw young Alexander he looked fit and hearty, and was being well looked after by the young ladies of Barbi's choir.

The three members of the Hunka Trio are a bit older than Alexander, but not much. Katherine Hunka (violin) and Alexandra Mackenzie (cello) are both ten, and Nicola Loud (violin) is eight. They opened the Chamber Music Club on Saturday, looking unbelievably assured, and making very mature sounds. There can be few young musicians more at home in a



The young string players who competed in the chamber music class achieved the highest possible standards.

Musical space invaders

feet dangling two inches above the platform. The Hunka Trio won an Outstanding Performance Award, in the junior part of this category, which surprised nobody and gratified their teacher - Sheila Nelson, who is a sort of one woman centre of excellence for string players in London in the same way that Eta Cohen is in the North. Another of Sheila's groups, the Gould Quintet, were highly commended in the chamber music class.

There were 22 chamber groups - all of the highest possible standard. Other classes covered, over the three days of the festival, just about every other kind of music group you can think of. The culminating event was once again "Youth Orchestra in Concert" on the Saturday night, given by a selection of the county youth orchestras which are the jewels in the crown of British youth music.

A festival like this - especially one driven along by a constantly questioning director like Larry Westland - has to be a bit of a mess. The "youngest" year

limitless horizons; and audiences this year were well up on last. There is the possibility in future of a class which caters more specifically for music theatre. At present you see, in almost every festival category, groups which are using creative techniques of presentation with movement and sometimes drama, and it may well be appropriate to give them a proper category in which to work.

One class which I have seen grow from modest beginnings is "Voices in Concert". The earlier absence of

choral music from the festival was a recurrent complaint. When "Voices" started, it was not at first clear where the emphasis was going to lie and at one time it looked as if movement and drama might start to take over at the expense of choral excellence. Some judicious direction of entries into other categories, however, left us last Friday evening with a full blown choir competition. A measure of standard is

seen in the way that Barbi Hanks' excellent choir, which has won numerous prestigious competitions in the North, did not figure in the awards. They are a young group, though, with lots of potential, and we shall see them again.

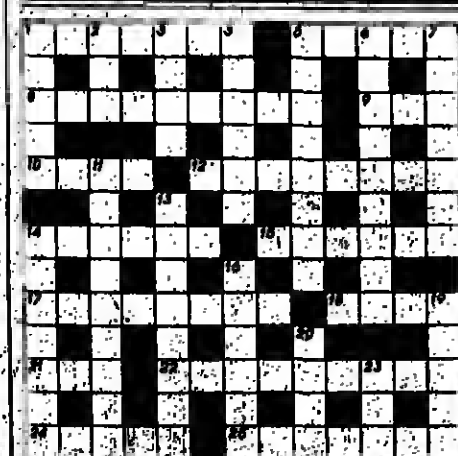
Our old friends from Holmfirth High School won one of the outstanding performance awards in this class. The other, and the top silver jubilee award, went to the Penweddig school choir, principally as the result of their singing of a group of Welsh songs. Their conductor, Gaeor Hall, is an engaging lady who radiates culture but in a very real way her love of language and music. She has communicated those feelings to her choir in such a way that all who heard them on Friday

was something very special and magical - a moment to be lingered over in the mind for a long time to come.

Simon Johnson, in his adjudicator's comments, said that it was "a communication from the heart to the heart". It was exactly that, and to sit in the Queen Elizabeth Hall and be touched with gentleness and love by Gaeor and her beautiful choir was a rare privilege. One of their songs finished with the couplet, "Cyfrwdd fflam Dy byrdy ein gwad" which translates as "Let the flame of thy spirit touch our hearts". This could well stand as a motto for Penweddig school and its music, and for the festival as a whole.

Gerald Haigh

No 110 CROSSWORD by Rufus



Across
1 Delivery that has new
10 A small house (7)
11 A small house (7)
12 A small house (7)
13 A small house (7)
14 A small house (7)
15 A small house (7)
16 A small house (7)
17 A small house (7)
18 A small house (7)
19 A small house (7)
20 A small house (7)
21 A small house (7)
22 A small house (7)

Down

1 Off-peak call (5)
2 A positive measure
3 Every variety of ache
4 Minor offences (6)
5 There's not much that's
to his credit, presumably (6)
6 Random inspection to
see who has measles? (5)
7 Parties appeal to him (7)
8 Enthusiasm impelled me
into it (9)
9 Train chaps to be driven
(9)
10 Outlets that are habitable
(7)
11 Some players ignore
the team comes in (6)
12ushman's fit of temper
(9)
13 King starts involuntary
movement of the ear (4)
14 The lid to the piano (6)

**Due to a production
mishap last week
we published the
wrong crossword.
Crossword No 110
is a puzzle for this
and, to make
amends, we are
running that
crossword again.**

